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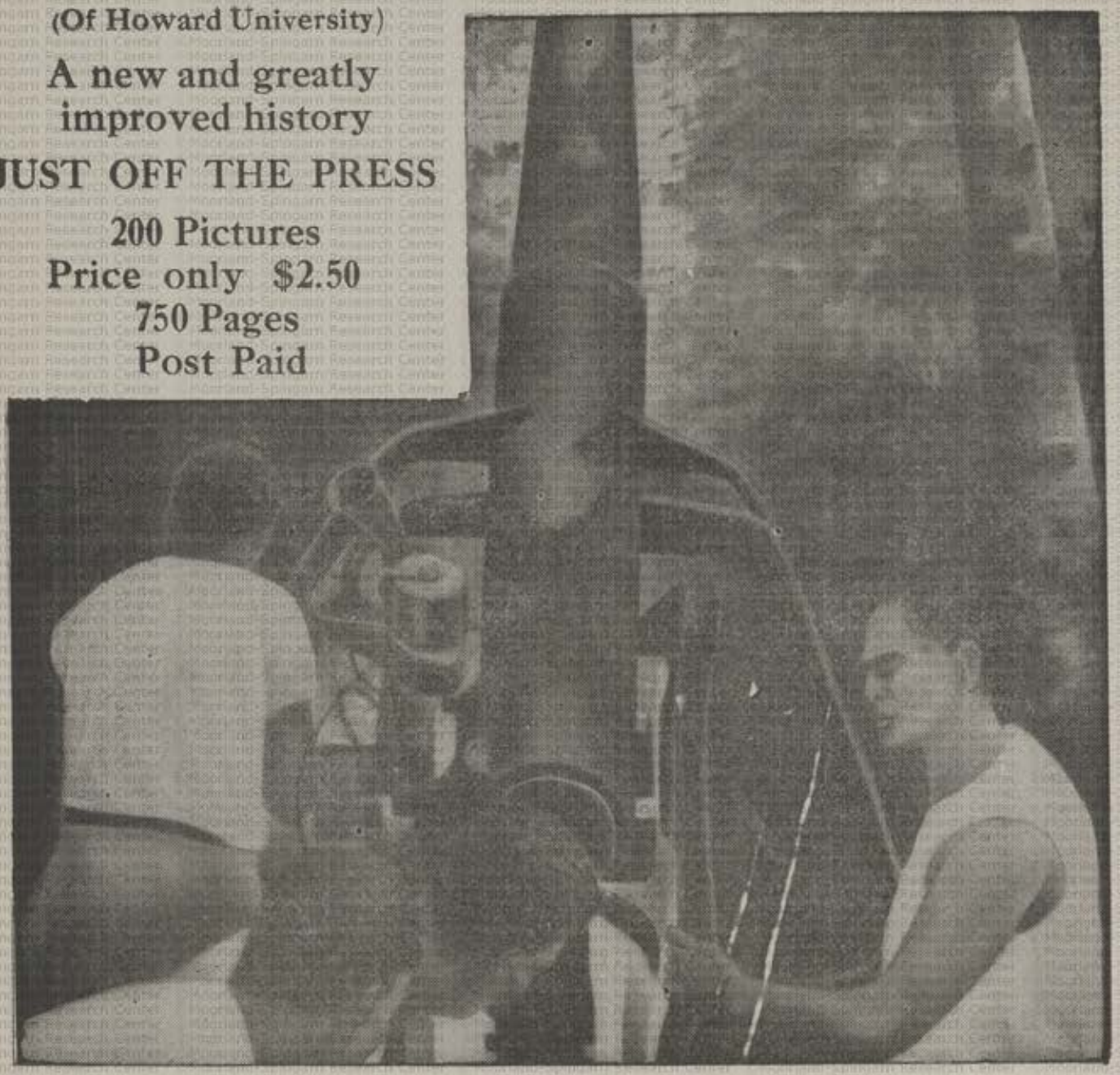

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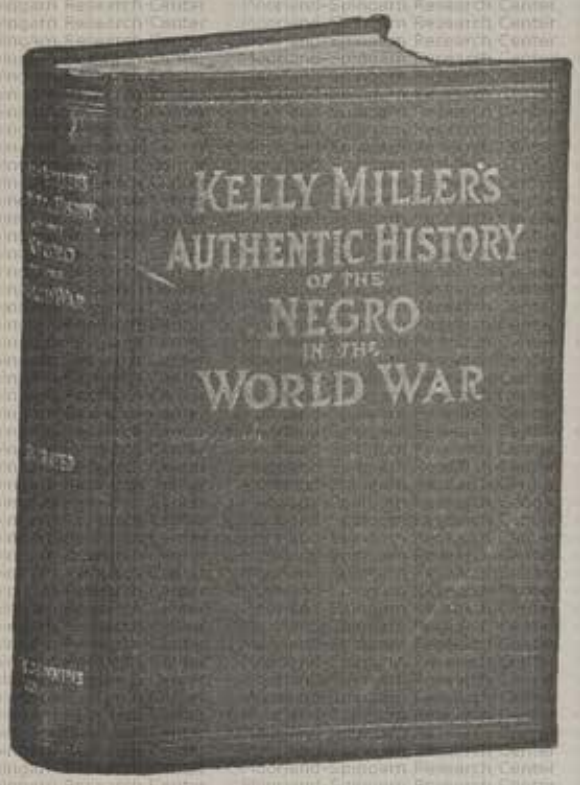

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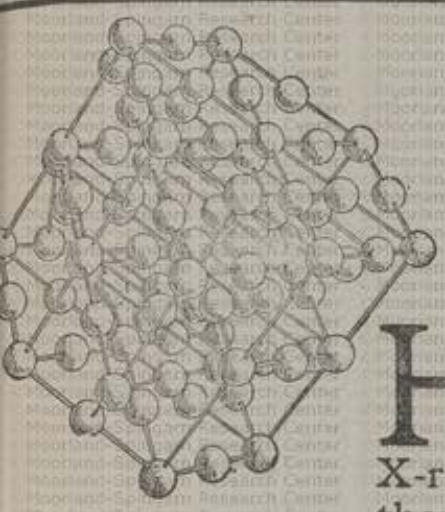

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Founder of Howard University

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Editorials

FOUNDER'S DAY

THE administration at Howard University, following the almost unvarying custom which has been observed year after year, celebrated at the chapel hour on Wednesday, March 2, with brief, but appropriate services, the fifty-fourth anniversary of the founding of the University.

Singing of "Alma Mater" by students and faculty marked the beginning of the program. The enthusiastic rendering of Howard's favorite song was followed by a few well chosen and thoughtful remarks by Professor Kelly Miller, dean of the Junior College.

Dean Miller emphasized in his remarks that to the faith and foresight of the founders may be traced the basis of the present progress and ideals of Howard University. He paid a splendid tribute to the faith and vision of the men who at the very inception of the institution laid a foundation sufficiently broad to meet all the needs of its development, not only for the present, but for all time to come.

MUSIC IN UNIVERSITY OR COLLEGE.

THE function of a conservatory of music, generally speaking, is to train performers with a view to their earning a living. Most conservatory students become teachers, but their first aim is to obtain a mastery of technic. The study of theory is not neglected, but is made subsidiary and is not usually extended beyond a more or less elementary stage, except in the case of the study of composition. In a University or College, music should be studied for its own sake and not primarily for a livelihood. The conservatory trains the fingers, whereas the University or College trains the intellect. A conservatory is doing its duty if it turns out a regular supply of average performers and teachers; with the mere musical workman a University or College should not concern itself. The function of a University or College should be the same in the study of music as in other subjects; namely, to produce leaders of thought. Those who make a serious study of music in the University or College should

eventually become teachers and writers, directors of music in schools and churches, conductors, lecturers on musical subjects, etc.

In a University or College, the music student gets from the scholastic atmosphere what otherwise may be sadly deficient in his temperament. Contact with men who are working at classics, philosophy, pure mathematics, etc., make one actually acquire the faculty of viewing music from an intellectual standpoint, of thinking in terms of music itself. He can thus be his own severest critic, and stand independent of the judgment of audiences or casual critics. A mental attitude of this kind is seldom achieved in conservatories not connected with a University or College.

On completing his work in music in a University or College, one should have acquired what we call "scholarship." The requirements for the Bachelor's degree in music are usually elementary acoustics, harmony, counterpoint, double counterpoint, canon and fugue, a knowledge of orchestration, the history of music, and composition. It is very difficult, generally speaking, to induce students, especially those in whom the artistic temperament is pronounced, to take an interest in that very necessary branch of musical study, counterpoint. The fault often lies with the teacher, and the many text-books whose authors have simply copied, more or less, rules laid down by their predecessors without asking themselves what aesthetic principles lie at the base of them. The function of counterpoint is, among other things, to train the mind in pure musical thought, in sense of style, and in the elimination of all that is merely accessory. A man who has been trained in any form of pure scientific work will at once appreciate the art of strict counterpoint as a study in style.

Most of our critics and musical scholars of the present day are men who have a thorough classical training in a University or College. All cannot be expected to have such a training; but for those who would attain the highest development and achieve the greatest results in music, such a training is indispensable.

The greatest criticism one can find with the University or College musical training is that students have so little opportunity for listening to opera and concerts. This is inevitable as one can readily see. On the other hand, the University or College offers musical opportunities not to be found elsewhere. The average musician should not only be acquainted with the obvious classics, but with a vast amount of music of the past. A knowledge of early composers and of their music is not derived merely from a course of lectures in music history. The getting together of biographical facts is not the important thing; and intimate and practical understanding of the music itself is the real essential. The duty of the University or College with music in its courses is to offer frequent opportunities for students to take part in actual performances of the music of all periods, as a real insight is attained only in this way. Students who have gone through a training of this sort will be able to achieve valuable

results when they take up later the duties of conductors of choral societies or of those who take the lead in other musical capacities.

The work of a University or College should not confine itself only to the training of undergraduates. The great branches of advanced work in musical science can hardly be done except by men who have had University or College training. The University or College offers the best opportunities for investigation of music in all its branches. In music, as in all other courses of learning, there remains much research work to be done. The student who has had a thorough University training in music has a foundation of knowledge which fits him best for the methods and principles of research.

We have considered music only in the University or College from the point of view of those who "major" in music. The duties of a University or College should by no means be limited to its work with candidates for musical degrees and research workers. A University or College should be a great general center of musical thought. The University and College should take the lead in setting the highest standards of music and in sending out men and women who will carry these standards wherever they go.

R. W. T.

Special Articles

PRACTICALITY AS A CRITERION IN CURRICULA-MAKING.

It is a prime necessity that a discourse shall be weighted by the experience of its author. I ought to forewarn the reader, therefore, that the present article finds its motive in my observations of the curricula of schools for colored Americans. Whereas much that I shall say will apply to curricula-making in general, there will be some things that may appear as useless iterations of the well-known, if the reader does not have in mind the local reference which actuates the writer.

In certain educational circles the word "practical" has been endowed with magic. It is the qualifying adjective which probably represents the movement that has its taproot in the protest against the "otherworldliness" of Monasticism. The progress of thought has proceeded by ebbs and flows and there has been progress because the average flow has outreached the average ebb. The flow has always been a certain balanced freedom of thought and energy of investigation; the ebb, a static, energetic formalism. The latter is a practical labor-saving device, for if rules and formulæ will serve, why think? There is a principle of thermodynamics that free energy tends to diminish. Is it possible that thinking obeys a similar law? However that may be, certainly the movement in question derives its momentum today from a protest against the antiquated classical curriculum. The danger is that the pendulum has swung too far and, paradoxical as it may seem, we may be lulling ourselves into stagnation under the chloroforming influence of the practical.

A similar problem confronts science. Science may be divided into two schools most clearly set off by the attitudes of the investigators. There is *pure science* marked by unconcern as to application. The pure scientist seeks knowledge for its sake. He loves the truth and, unfettered by practical concern, seeks it with patience through drudgery, often in poverty, and not infrequently with lofty heroism. Contrasted with pure science is *applied science*. Its goal is to apply, to practicalize. The applied scientist is unconcerned about the lofty stretches of truth. The specific object of his aim is *in view* from the start, and the leads of isolated truth are but annoyances in his pursuit. The former is led on by the developments of his work, he is alert to every phenomenon, and questions every cue. The latter must see the relation of a cue to his goal or it is ignored. To be efficient he must shut his eyes to the distractions of pure science and never lose sight of the material product.

To many still the pure scientist is visionary, an object of jest and ridicule. The ultra-practical worker looks upon him as selfish. It is urged that he works for his own individual enjoyment and takes little account

of others. In reality he is not selfish, for truth lies outside of himself and consequently what he seeks is not personal. The real social reformer is not interested so much in individuals as he is in principles. They both are devoted to consistency which lies without themselves and, other than intent, the difference between the two lies in the fact that what the social reformer does usually touches individuals more immediately, whereas what the pure scientist does usually touches them more remotely. As for intent we must not forget that the medicine man and the heathen priest may be actuated by good intentions. "Good intention" is the shield of many of the antisocial movements of history. Whatever else may be said, one thing is certain, among the greatest blessings that have come to man are those from the pure scientist. He precedes the applied scientist and gives him the principles to apply. It would seem that every fact of science has usefulness when taken in relation to other facts. No one can predict the value of an isolated datum of science. Surgery, engineering, medicine, dentistry—all were made possible by isolated observations which the practical man would never have taken the time to record. Galvani's discovery of current electricity is the usual example of the unforeseen blessings of pure science. I want to use another illustration which seems to be more thrilling, a discovery which for a quarter of a century offered not the slightest hope of utility. The French astronomer Janssen during his observation of a total solar eclipse in India on August 18, 1868, found that the lines, in his spectroscope, from the prominences which shoot out from the sun's disk, were so brilliant that he believed they could be observed in full sunlight. His belief was confirmed. He found that the yellow line, until then mistaken for a sodium line, was slightly displaced from the real sodium line. Here was probably a new chemical element. Janssen's observations were verified and Frankland suggested the name helium. After some years the helium line was discovered in the spectral analysis of some of the stars. In 1895 Ramsey discovered helium upon the earth.

When the World War broke out, the Germans had hardly a more horrible engine of destruction than the hydrogen-borne Zeppelins, which, however, soon proved very vulnerable to inflammatory projectiles. But for this defect, the lighter-than-air ship would prove the most effective instrument of air warfare, because of its carrying power. Later in the war, when the Allies set out to acquaint the Germans with the terribleness of their own method, some one suggested that if in the lighter-than-air ship helium were substituted for hydrogen, its vulnerability would be greatly decreased and its effectiveness as a carrier of explosives available. The reader will recall that helium is an inert gas, and next to hydrogen in lightness. Its inertness prevents explosion. The cost of production of helium at the outbreak of the war was about $1,600 per cubic foot. It was known, however, that certain wells of Texas and Oklahoma gave off a considerable quantity of helium. The government set to work and when

the armistice was signed, 150,000 cubic feet of helium were on the dock at New York awaiting shipment to France. A few months longer of war and great helium-borne ships would have gone into the heart of Germany, smitten its arrogant spirit, and broken its will to conquer.

Here is a substance first discovered in the sun, 90,000,000 miles away, verified in the stars thousands of time more distant, a quarter of a century later found at our feet on our little earth, remained little else than a curiosity except for the pure scientist for more than two decades afterward, and finally ended on the verge of a thrilling connection with "making the world safe for democracy." Certainly the illustration drives home the unreliability of human prediction and foresight, in certain spheres of interest at the present state of our knowledge, for who could have seen the connection between the event of 1868 and that of 1918?*

Still, it must not be supposed that all is chance or that the applied scientist does not deserve respect. The truth is that both together make up an aggressive team of progress. Professor Millikan says "* * * obviously the physicist is merely the vanguard in the army of engineers, the scout, the explorer, who is given the task of trying to open up new paths of human progress, of prospecting for new leads to nature's gold, and it is just as important that the engineer know where the scout is and what he is doing as it is that the scout should know where the army is which is behind and which supports him." If the reader will substitute pure scientist for physicist and applied scientist for engineer, the sentence will be none the less true.

The analogy between the problem of science and that of education must not be pressed too far, but I think that the length of the illustration is justified by sufficient similarity and a probable orienting effect it may give the reader to the not-too-obvious situation in education.

The problem in education is to adjust the efforts of three groups instead of two. They are the pure scientist, the scientific educator and the practical educator or the practical man. These should be linked in a linear relation. The scientific educator depends upon the pure scientist and the practical educator depends upon the scientific educator. Thus the scientific educator stands between the practical man and the pure scientist, just as the engineer stands between the physicist and the manufacturer. Obviously what has been said in reference to science in general holds in respect of the relation between the pure scientist and the scientific educator. Only slight reference shall be made to that relation. The burden of this article is to lay bare the relation that should obtain between the scientific educator and the so-called practical educator.*

One question that the discussion thus far can hardly have failed to raise is, "What is meant by practical?" A thing is practical when the

*"The Discovery of Helium and What Became of It," by C. G. Abbott, Smithsonian Report, 1918.

results of its use is, or is believed to be, foreseen and that result is not too remote. The idea of practicality is immediacy and tangibility.

It must not be confused with usefulness. A thing may be useful, but not practical. Indeed, the most useful in education can not be installed now because it is not practical. The man in the streets believes that billions invested in education at present would be the finest asset of the nation. The whole world believes, or pretends to believe, that cessation of wars, like the abolition of duels, would vastly improve the lot of mankind. These changes are not made because they are merely useful and not practical. The results are too far off and not clearly enough partitioned off for individuals, hence they do not appeal to the practical man. On the other hand, practicality is not to be confused with the so-called "bread and butter" ideal which I assume is obviously on too low a plane as regards the great problems of education to require discussion.

Can practicality be relied upon as a criterion in making our curricula? To answer this question, we must inquire into the nature of education. Education has been defined in many ways and all definitions have a part of the truth in them. They mainly differ in the emphasis which they place upon different phases. For our purpose education may be resolved into three groups of elements, namely, (1) Instruments, (2) Habits, and (3) Attitudes. By Instruments reference is made to those things taught the child which are tools for use in acquiring further education. They are usually designated as useful information. The three R's at once come to the front as examples. They have little or no educational value *per se*, and are mainly prehensile in their nature. They are the alphabet of learning and imply training, not education.

By habits reference is made to those acquired but stereotyped modes of response whose economy lies in the fact that they are rapid and do not require thinking. Manners, language habits, elemental moral responses, habits of health, habits of cleanliness, the multiplication table are illustrations. They are dominantly mechanical and usually are very largely acquired at home.

By attitudes reference is made to those complex mental organizations or mental syntheses which are the resultants of the inner laws of mental development and the experiences of the individual. They determine one's outlook upon life, are essentially dynamic, and may be rather sensitive to changed environments. They are designated by such phrases as "spirit of the learner," "moral ideals," "open-mindedness," etc. They are constructed gradually and in an uncertain way. A particular experience or class of experience is frequently as completely lost in the complex

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*NOTE.—The practical educator is simply a practical man with a sort of trade-skill in school work. The skill he has is usually got at an excessive cost to the community. He makes the mistakes of a novice in a trade and all too frequently his mistakes are irreparable. This sort of thing will obtain as long as it is supposed that whoever knows, knows how to teach what he knows.

results as a drop in the ocean or last month's nutrition in the tissues of the body. Attitudes are unanalyzed at present and this makes it impossible for us to establish a correlation between them and even general situation which *a priorari* would seem to be adequate stimuli for them. We do know, however, that whatever the nature of the process of their construction, they are the most important elements in education. They, as it were, preside over habits and instruments determining their use. Every one is acquainted with a certain mental synthesis which I shall call, for the lack of a better term, "balanced judgment." This term is fairly descriptive of the state of affairs which I have in mind, because there does seem to be a sort of counter-weighting which gives poise. The individual of little information is likely to be carried away or temporarily unbalanced by situations which, on the contrary, provoke suspicion or reserve in the individual of more information. The fraud practiced upon the uncultured masses by appealing, get-rich-quick schemes serve as good examples. We know also how an accumulation of information subtly and unknown to the individual results in a critical attitude. In retrospect we seem able to trace in a general way the growth of these attitudes, but no critical person would believe for a moment that he can definitely trace their growth in detail.

If these are the elements of education, the goals after which we are striving, it is possible for us to arrive, at least, at a negative evaluation of practicality as a criterion in curricula-making. Obviously it can better be applied to habits than instruments and to both of these than to attitudes. Its truthworthiness in curricula-making for habits is not as great as might seem at first glance. For instance, learning to play the piano is usually classed with the aesthetic accomplishments and is tacked on to the program of the school or omitted altogether. It is adjudged an impractical subject. Still, if playing the piano will admit a girl to better social circles than otherwise and consequently enable her to select a better husband, then playing the piano is highly useful to her, for marrying a good man is a serious business transaction of real citizenship. But no one can predict with a fair degree of certainty that because a girl can play the piano she will be able to select a better husband. The matter is far too complex for any such elementary formulation.

Practicality applied to curricula-making for *instruments* fails even more woefully. Not infrequently in the schools for colored children, training of the hands hampers and limits the essential and reasonably general training which every individual needs in order to get along well in the community. Apparently the attempt is to educate the mind through the training of the hands. It is forgotten, or may be never realized, that real industrial education proceeds from the mind through the hands and not in the reverse. There can be little doubt that most of the school systems for Negroes in the South are operated so that the instruments, the tools of further acquisition, are seriously slighted or curtailed by

crowding in the manual arts too early. There are a few instruments applicable to any honorable endeavor. The three R's are universally useful. One has hardly advanced beyond these, however, before special emphasis and instruments are required to fit the individual for the realization of his special ambition. But it must not be forgotten that his ambition at any particular time is not a safe guide for his preparation, for ambitions change as the child develops as biographies of renown men amply show. In other words, the life-problems of the individual can not be amply foreseen. Thus practicality fails as a criterion. The experience of the race has furnished a mechanism which is superior to a guess. That mechanism aims to acquaint the student with the dominant fields of human interest. The table of knowledge, as it were, is set before him and, although some of the dishes are neither palatable for him nor perhaps daintily prepared, he is not allowed to leave until he has tasted them all. Thus it is assured that he will be on speaking acquaintance with all the useful instruments; and, moreover, his permanent interest may be discovered. The mechanism is uneconomical, to be sure; but far more economical in the long run than mutilated curricula by merely practical men which experiment upon a whole generation at a stroke. Probability is against adequate success of any such wholesale "trial and error" procedure.

Practicality meets its most pronounced failure in attempting to guide us in curricula for attitudes. The practical mind simply cannot see through the process. The factory method fails utterly and at the point where assistance is needed most. Education in this sense requires faith, for it is essentially an assimilative process involving various transformations. The product differs in kind from the materials. The sausage-grind plan is hopeless. It is indeed here that, frequently at our present stage of knowledge, the shortest way home is the longest way around, for a mirage awaits those who pursue too directly. We may hope to know some day the process of this mental organization and statistically the effects of particular experiences, but for the present at least the applied psychologist must wait on the pure psychologist. The scouts are out; they know pretty well what the army is doing. I wonder how well does the army know where the scouts are or what they are doing. Practice indicates that more often than one might casually think the army abandons its scouts altogether.

There is certainly no adequate theory of curricula-making and yet the dicta of school officials in deciding what is worth while in the curriculum would lead one to believe that definite, unvarying laws were already established and that the school officials had a monopoly on them.

There is also something about practicality as a criterion for curricula-making for which I have no more dignified term than short-sightedness. Progress is endangered by limiting the curricula to subjects which are merely practical, so long as we do not thoroughly understand the educative process and cannot predict what awaits the student over the hills

of the future. It means putting into the system only what one can see coming out of it. The results are limited to our foresight, but we cannot foresee the conditions of tomorrow. The world is full of happy and useful surprises. The training is for today, but alas! the child must live tomorrow. And woe unto that child for whom tomorrow's stage is set differently from that of today. It is presumptuous to say with finality this or that subject is useful or useless or to rule it out on the grounds of alleged impracticality. Through years of experience we have learned to administer to the teething mind a vaguely efficient organization of subjects. From out of this medley only recently has science been able to ferret out a few and assign to them approximate values. Science plods along slowly, but it is better to wait on it in this case than it is to be dogmatic and impetuous.

If the case against practicality seems rather strongly put, that has been done for clearness rather than from a lack of appreciation of practicality itself. The practical man and the scientist are both necessary, both have respective spheres of activity and both must be prevented from encroaching upon the sphere of the other, when there is a tendency to do so. They complement each other and make a good team.

The chief difficulty with the practical man is that his vision is narrow and short. He usually has fixed notions and simple formulæ, neither of which admit of critical examination. The teaching of Americanism is a case in point. Most practical educators have a pet scheme, perhaps vague, for assimilating our foreign population. These schemes vary from violence to a most sanguine belief in a *laissez faire,* spiritual assimilation. The end is so vivid in the practical man's mind that he has little time or patience in the painstaking effort necessary to devise the means. The practical educator must never forget that he belongs to the main body of the army, and, in many instances, particularly to the quartermaster's department. His duties are rationing and supplying. He must look to the fighting men, the individual teachers, for support and vindication and to the scouts for real progress.

If the curricula are to be organized according to the notions of practical men alone whose real concern, all too frequently, is to get more employees (their representative being the practical educator) instead of with the co-operation of the scientific educator who knows that children can not safely be educated in this day of rapid transit for one community only, that tomorrow's problems can not be predicted today with enough accuracy to lay down rule-of-thumb directions for their solution, that the real citizen is something more than a part of a machine, that there are certain attitudes toward the world and toward his fellowmen which are indispensable—then we may as well call in our scouts and bivouac for a night of unprogressiveness.

HOWARD H. LONG,
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THE SENEGALESE IN THE WORLD WAR.

FRANCE has for many generations been used to the idea of colored soldiers in her armies, and from the days of Napoleon's Royal African Regiment and Mantua Pioneers to those eventful days in November, 1918, when black color sergeants dipped their colors in the waters of the Rhine, their reputation as fighters has been an enviable one indeed. The Royal African Regiment was made up largely of colored men from the "Old Colonies," as the French of today call Martinique and the other islands of the western waters, and they were followed later by the Algerians, Tunisians and Moroccans, the famous "Turcos" so-called, who made their reputation first in the Crimean War, and added to it at Wissembourg in the Franco-German War of 1870-71. The latest contestants for honors in the grim game of war are the Senegalese, or, as the French call them, the black troops, those who come from French West and Equatorial Africa. The idea of the black army was conceived in the days of the Fashoda Expedition, toward the close of the nineteenth century, less than a generation ago. It was revived again about ten years later, in 1908, by General Mangin, at that time a lieutenant-colonel in the colonial forces.

Mangin, foreseeing a war which might involve a large part of Europe, and realizing the impossibility of France's competing with nations like Germany, with their ever-increasing population, was convinced that the organization of a large black army would solve the problem for his country. France, which had at the birth of the Third Republic only a tiny foothold on the Dark Continent, had in the forty years of "African epic" increased that mere foothold to a territory far larger than all Europe, and nearly half as large again as the continental United States. At the outbreak of the Great War 4,300,000 square miles of African soil were under French control, and no one knew better than Mangin that most of that territory had been won by the valor and endurance of black soldiers led by intrepid French officers. To him and to his brother officers, who had won their spurs in the colonial service, the possibilities of that super-army to be evolved were limitless, and so, stung by the indifference of the government leaders, he sought by pen and voice to bring the people to listen to his project, that he might, through the pressure of their opinion, force the issue. In a measure he succeeded.

In 1910, four years before the beginning of the war, it looked as if the military resources of French Africa were going to be organized, for popular interest in the proposed plan had been aroused to an unusual pitch. But there was much opposition, and considerable working at cross purposes, and when the plan took shape finally in legislation and action it was in a badly-mangled form. A first Senegalese battalion, an "experimental" battalion, was placed in Algiers. This was to be the

nucleus of a corps of 20,000 men to be created in four years, and this unit was to be paralleled by another in West Africa, the reservoir of the corps. So far, so good! But of the two "experimental" battalions provided for by the law in 1910 the second was not created until 1913; and the black units in service in Morocco, increased to eleven in all, were absorbed by the conquest and occupation of Africa itself, and did not, therefore, constitute a force available for European service. And thus it was that in that fateful August of 1914, the Black Army, a matter for interminable controversy, comprised, all told, not two hundred to two hundred and forty thousand men, as was foreseen in the original plan, but two Algerian battalions.

In the paragraphs which follow immediately, dilating somewhat on one good reason why the French military authorities did not make the most of the project of the Black Army, I have paraphrased Mangin's own words.

The use of France's colonial natives in the recent war shocked prejudices, clashed with routine, with the particularistic ideas so strongly held by influential political leaders of France, and, last of all, with the preconceived idea that a short war not only leaves out of account as negligible elements all distant resources, but will not even permit the use of all home contingents. In the staff office of the French army it was taught that the first important battle of any present-day war between European powers would be fought between the seventeenth and the twenty-third day of mobilization; and that the power vanquished in that battle might perhaps be able to recover itself by the end of the second month for one more effort, which would surely be the last. In short, the outcome of the war would depend on the first battle. Mangin did not agree with this idea, for in 1911, or three years before the Great War, he wrote:

"While making every effort to insure success in this first battle, in which our black troops can play a decisive role, it will not be necessary to regard ourselves as hopelessly lost if the fortunes of war are *once* unfavorable to us. Such a state of mind would be most dangerous. Final success awaits us in a struggle of long duration, in which the power of credit, the freedom of the seas, and the entrance into line of distant allies, furnish us without ceasing with new forces. The black army will be added to all the others * * *. We have the disposal, then, of reserves which are, so to speak, unlimited, whose source is out of reach of the enemy. As long as we retain possession of one port and the freedom of the seas, we need not despair of success. In the present state of Europe, the black army makes of us the most redoubtable of adversaries."

But it was not only the French who were hypnotized by this notion of the short war. The German, too, believed firmly in it, as is evidenced by the writings of Bernhardi, and practically all the other well-known

authorities in the military world of Berlin. It was a dogma to be accepted without argument. But Mangin calls attention to the curious fact that Count von Moltke, the grand old man of the Franco-German War of 1870, and one to whose words the German leaders should have given respectful attention, cherished quite the opposite belief. In one of his last published utterances he says (May 14, 1890): "If the war should break out which for more than ten years has been hanging over our heads like the sword of Damocles, one can foresee neither its duration nor its outcome. The greatest powers of Europe, armed as they have never been before, advance to battle against each other; no one of them can be completely defeated in the course of one or two campaigns to such a degree as to recognize itself as vanquished, to accept peace under harsh conditions, and to such a degree that it will not be able to arise again at the end of a year to renew the struggle. It may be a seven years' war or a thirty years' war * * *."

Thus we see that practically all the staff officers of Europe evidently believed firmly in the short war, but in France, says Mangin, this belief had so entrenched itself that it prevented the French military authorities from even considering the hypothesis of the long war. And this error had very serious consequences, for it led to a practically complete disregard of the possibility of utilizing in any European conflict the military resources of Equatorial and West Africa.

Says Guignard, a colonial authority of some note:

"Now that the value of our Senegalese is no longer disputed, but admitted, one may well say that the presence at Charleroi of 100,000, if not more, professional soldiers, of at least two years of service, officered by veterans grown old in harness * * * would have had real weight in that battle. The shock of the Marne would have been produced on the Aisne, rolling back the German flood to the Meuse * * *. Thus, in the second month of the war our country would perhaps have been saved from invasion * * *."

In 1914-15, thanks to the zeal of Governor-General Merlaud-Ponty, 24,000 tirailleurs were levied, but after his death recruiting stopped, and was resumed only after parliamentary pressure was exerted on the government. In 1916 50,000 men were levied, this being the figure set by the military committees of the French Chamber and Senate, and recruiting was again stopped. For two years nothing was done, and then Clemenceau took a hand in the game, and sent the Diagne Commission into West Africa. The result was a quota of 77,000 men. All told, West Africa furnished, in the course of the war, 181,500 tirailleurs, 134,000 of whom were sent into Europe or Algiers. The others served in Kamerun or in Morocco, and maintained order—to quote General Mangin—in a group of colonies vaster than the whole of Europe.

While our interest is primarily with the Senegalese troops, may we not in passing say a hasty word about the service of other dark-skinned races under the French flag?

Madagascar, with only three million inhabitants, furnished 41,000 men and 5,000 tirailleurs from 1914 to 1917, and then her levies fell off, partly due to the resignation of her very zealous Governor-General, who wished to enter the military service again, and partly, no doubt, to the difficulties of transportation. But in 1919 there was a Malagasy regiment on duty on the Rhine, 10,000 Malagasy troops in the heavy artillery, and others in all branches of the service, including service as nurses and doctors, this last thanks to the development of education in Madagascar, where—to quote Mangin again—"France harvests the crops sown by General Gallieni during his administration of nine years."

When the war broke out Indo-China offered troops, but the High Command refused them. The closing of the arsenal at Saïgon allowed much-needed Annamese workmen to be sent to the great French arsenal at Toulon, and their fine workmanship resulted in a demand for more Annamese, and they were finally employed with success in all the special services, including aviation, the auxiliary branches, and automobile convoys, in which there were 5,000 in 1919, who were noted for the very fine appearance of their equipment. Before the war ended they were used as combat troops, and gave a good account of themselves, but dilatory tactics on the part of the government at the beginning, and difficulties in the transport service toward the end of the war, limited the numbers employed to about 50,000.

The Somali coast gave to France an excellent battalion, but Turkish and German intrigues in Abyssinia, the hinterland to Somaliland, prevented the utilization of its warlike population. Last, but not least, the Kanaka battalion levied in New Caledonia was a complete success.

In addition to the combatant troops the colonies furnished to France large numbers of laborers, for example, there were 94,000 from Algiers and Tunis, 35,000 from Morocco, 54,000 from Central and West Africa, and 37,000 coolies from China. These workmen, numbering about 220,000, released a corresponding number of Frenchmen for the fighting fronts. General Mangin calls attention to the fact, too, that no soldier of the French regular or "metropolitan" army remained in the *tropical* colonies during the war, but that the colonies furnished for service in France 2,300 officers, 4,500 non-commissioned officers, and 20,000 regular troops, all of whom were replaced by European reservists mobilized on the spot; and the Creole population of the old colonies furnished, in addition, 51,000 men, of which number 34,000 fought in Europe.

To sum up, France's colonies furnished to the mother country in need 545,000 native combatants, used principally as shock troops. Of this number 115,400 were killed with the colors, that is, twenty per cent,

while in the whole number of European troops the proportion of killed was 15 8/10 per cent. At the time of the armistice there were 83 battalions of native tirailleurs from Algiers and Tunis, 12 from Morocco, 92 from West Africa, 17 from Indo-China, 10 from Madagascar, 1 from the Somali Coast and 1 from the Pacific, or 216 battalions in all.

The colonial army itself was composed of three corps, three out of the seven divisions of which were in the Orient. The effective force, including combat troops and laborers, numbered 600,000, Europeans and colonial natives. Besides, this army had furnished, as we have already noted, many officers to reserve regiments at the time of mobilization. To quote General Mangin: "Such figures and such facts give an eloquent answer to the opponents of our colonial policy, who feared to see this new domain become a heavy burden on the mother country in the case of a European war. They furnish also an answer to the detractors of the colonial army, who said it would be of little use in a war in Europe. Reports of operations, journals of the great units on the march, the results obtained on the battlefield, as well as the admiration of their companions in arms, and the fourragères and the decorations of their flags, all attest the valor of these contingents. It is necessary to add thereto the testimony of the enemy, who exaggerates, not the courage, but the *number* of our colonial natives, for they have behaved themselves in such a manner that the adversary has believed them far more numerous than they were."

The great Ludendorff, the "brains of the German military power," and undoubtedly the most dominant figure produced in the Central Powers during the war, in four different passages in his memoirs pays unintentional compliments to the dark-skinned troops. In one place he says: "The use which France has gotten from her colonial empire cannot be estimated highly enough. She has carried on the war, notably in the summer of 1918, in a large measure with colored troops." In 1917, that very critical year, he says: "France has already given her own children. Battalions now have only three companies instead of four. But she possesses in her colonial empire an immense reservoir of men upon whom she calls more and more." Of the situation in June, 1918, he states: "France now drew more resources than in the first years of the war from the rich reserves of men in her colonial empire." Finally, in August, 1918, discussing the suppression of ten German divisions, he says that the armies of the Entente had suffered much, but that France was repairing her losses. To use his words: "France had a surprising number of Negroes from Senegal and Moroccans in line."

The fate of the first Senegalese troops to fight on a European battlefield is interesting to record, and I shall tell the story mainly in the words of Guignard.

"The vast projects of the Black Army emerged in 1914 in the stunted form of two experimental battalions, and it is in this form that it sustained its supreme test. In the face of the veritable ocean of multitudes which confronted it, what could such a tiny human wave expect? Sacrifice, the particular specialty of the black soldier! * * * The 2nd Battalion made contact with the enemy at Rheims toward the end of September."

"Artillery fire," says its commander, "especially the heavy artillery, and its effects, were utterly unknown to the battalion. However, it showed no surprise, and it may be said that the soldiers were amused at it. Every day the battalion was showered, both night and day, with shrapnel and shells of large caliber. After the second day, they were amused by it."

"On the 3rd of November, on the Yser, the battalion attacked over ground as smooth as the top of a billiard table (to use the words of a French chronicler), and cut at every 50 yards by canals 4 or 5 yards wide and 2 yards deep. This feat, difficult even for the best-trained troops, and regarded as impossible for ordinarily well-trained troops, was performed man by man under a frightful infantry, artillery and machine-gun fire. Not a man flinched, and the progress was steady. The troops were under this fire from eight in the morning until nightfall, and a most difficult manoeuvre was executed if on the parade ground * * *. All that was left of the battalion a week later was three officers, 5 non-commissioned officers, and 120 men."

Says Guignard, "Thus died on the field of honor the 2nd Algerian Battalion. The end of the First Battalion—the Battalion Brochot—is invested with such a wild grandeur that this tragedy, *sui generis*, has no precedent in history. It can have no duplication. The thing happened at Dixmude * * * which has been regarded, in some fashion, as the private property of our French marines. But in the shadow of the monument of glory there erected to them, a just future opinion will insist that there be a place for their comrades, the Senegalese of the Brochot Battalion."

"Decided to die, this is how they met their death. Surrounded, little by little, the rage of combat, the intoxication of the sacrifice agreed upon, lifted them out of themselves. A divine madness, a hysteria, mystical and contagious, took hold of them, liberating the spirit from matter. There passed the breath of Azrael, the angel of death, welding their souls into one collective superhuman soul. Then, that happened which outstrips the imagination,—a prodigy. Was it a reminiscence ten times a thousand years old, suddenly emerging from the common background of the race, a mysterious call of the blood—who knows? But an elemental force, a force of nature, took possession, made one common mass of these supermen who were already living in death. Progressively, their voices, which were spitting at the enemy anger, hate and scorn, in their hundred

African dialects, *united*, became confounded in one melody made up of all their languages, and yet of *none*. With a rhythm powerful, slow, slowly accelerating, formidable, terrible, this canticle of war and death, born there suddenly and which could exist in the world only this one time, filled the battle, dominated it. So strange, so terrifying, was the savage majesty of it, that it completely drowned all other noises. Stupidly, the enemy listened, and looked. For one instant a truce of religious terror reigned, during which there mounted from earth to sky only the funeral paean of the blacks about to die. But they, full of a sacred delirium, carried away in ecstasy, attacked, striking and killing, tearing eyes and flesh, with steel, with nails and teeth * * *. To finish with these demi-gods in fury the Germans brought up that which is, in Prussia, the last argument of kings, the artillery. At fifty yards the grape-shot mowed down the black flesh. Under its volleys, dying away forever with the dead, the unique hymn grew fainter, and was still. But it has a right to eternal echoes in history."

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(Continued in May issue)

ARCHITECTURAL EDUCATION AT HOWARD UNIVERSITY.

THE Department of Architecture is now in the middle of the second year of its existence, and a crucial point has—it is hoped—been safely passed. It is the first department of its kind, of collegiate grade, to be established in an institution for the education of Negroes, and in the estimation of the Administration its career has justified its maintenance, and insured its permanence.

Naturally the first query that occurs to the average layman who is interested in the character of the education offered, is with respect to the timeliness and the practical utility of any new feature.

At the time the Medical Department of Howard was established in 1868, there was probably some skepticism as to its expedience. Medicine was a new field. But pioneers were not lacking. Difficulties and discouragements were met and surmounted. Within three decades the School had sent out three hundred graduates, while still later established schools had swelled the grand total to nearly one thousand. From one of the most precarious, it has become one of the most assured in status—perhaps one of the most lucrative professions in which Negroes are engaged. Through it the race has risen in public esteem, and a new racial consciousness of a right to aspire has been born of its high achievements.

Collegiate education in architecture was an experiment in *white* institutions when Howard's Medical School was established. There are now nearly fifty schools of architecture in universities, extending from the

Atlantic to the Pacific, highly developed and organized, and in a large measure standardized in their curricula.

Notwithstanding this fact, the profession of architecture is one about which the general public is not well informed. Strongly convinced that a great democratic work should be inaugurated to improve the low standard of the knowledge and appreciation of the fine arts by the public, the Committee on Education of the American Institute of Architects has laid down a program to govern the writing of an essay to be used as the Introduction of a proposed book on the subject of the Fine Arts, which—quoting from the committee's report—shall be written specially for the laity rather than for students or practitioners of any of the arts, but at the same time in such a manner as to be well adapted for use as a text book in American Colleges.

Few among the people of any nation—continues the report—ever rise above the standards set by its educational institutions, and when a country provides practically nothing in its schools or colleges for education in the Fine Arts, as is the case in this country, the people naturally are deficient in their knowledge and appreciation in this respect, as is particularly evidenced by the relatively poor design attributed by the rest of the world to many of our industrial products, and the absence of good taste and refined judgment, concerning so many important subjects which affect the life of every one, no matter what his calling or profession may be.

In making a study of the situation, the committee became convinced that an important and perhaps the most promising field in which to begin this work was that of the American colleges. Apropos of which it may not be amiss to cite an instance which came under the present writer's notice very recently. A gentleman attending one of the principal Eastern universities, and whose culture—in the usual academic sense—is beyond question, being on our campus, paid a visit to the Department of Architecture. He was very enthusiastic, and we thought, appreciative, until we came to our poor little collection of casts from the antique, containing a Victory of Samothrace, a Venus of Melos, etc., when—*mirabile dictu*—glowing with enthusiasm he inquired, "did *your* students make those?" to which, our veracity if not our modesty compelled us to enter a disclaimer.

If this incident were indicative of an exceptional, rather than a typical case, it would be without point or value. It has its parallel only in the college graduate who cannot command reasonably fair English.

It is well to follow up this subject; and to give authoritative value to the opinions advanced, certain excerpts are here recorded from the Journal of Proceedings of the American Institute of Architects in their Annual Convention in 1919. Discussing a resolution concerning architectural instruction in American Colleges, a member stated that he had addressed letters to the presidents of thirty-six universities, with a view

to ascertaining their attitude toward bringing about a better understanding and appreciation of architecture by the public generally. Answers were received from thirty, among whom were Presidents Nicholas Murray Butler of Columbia, Lowell of Harvard, and Shurman of Cornell, who emphatically declared that they "considered architecture an important branch of every man and woman's education," which would seem to be susceptible of being construed, not technical instruction in architecture, but instruction in the appreciation of all of the fine arts.

In a recent address, Ex-President Eliot of Harvard made an appeal to the educators and people of the country on the "Defects in Our Present System of Education," in which he said: "It should be our aim to make educational processes effective for the conduct of life. * * * All American schools must add to their programs which are based chiefly on literature and mathematics, instructions in the elements of music, drawing, modeling, and architecture, * * * and, the more I think of education in the arts, the less I can see it disentangled from general education; the more I become convinced that to make all education contribute to the public taste, is as great a need as specific improvement in any special training."

I believe sufficient testimony has been adduced concerning this particular phase of education to warrant the statement that Howard University must deal efficiently with this situation, if she is to maintain her place among institutions for the higher learning. In respect to the Department of Architecture, she is upon unassailable ground so far as her curriculum is concerned. She has adopted the established Standard Minima of the Association of Collegiate Schools of Architecture, a document which has fixed the point of achievement by a school before it can be said to be properly teaching architecture.

What remains? It is of paramount importance that the Administration, General Faculty and Student Body shall realize that there is a distinct profession of architecture, and that an architectural school should have a status on a plane with the schools of the other recognized professions; that its physical equipment should be as adequate as means will permit, and that its faculty be sufficient in number and composition, to efficiently instruct in the various specializations of its curriculum.

It is asserted by some authorities that the architectural school is handicapped in most universities by being merged with other departments, either of administration or instruction. Be that as it may, whenever such an arrangement exists or becomes necessary, the utmost liberality should be shown in the matter of the school administration, as a recognition of professional status, but more especially in regard to policies, and to the teaching staff. Because, architecture being an art, it can only be successfully taught by individual contact of student with the teachers, who should be experts in the several sub-divisions of the course. Therefore, the staff must be larger in proportion than in a course involving lecture-room instruction mainly.

Lest what has just been said may lead to some misapprehension, the present writer would wish to go on record as testifying to the most generous support and latitude accorded by the University Administration; especially that of the Dean of the School of Applied Science, under whose immediate administrative head is the Department of Architecture. A large part of whatever success has been achieved is due to his liberality in respect to departmental policies and financial support. Architecture as an art, characterized in the words of another as "a trembling infant in the stern family of letters and science," has been most considerately received and cared for, at Howard.

It is claimed that thousands of graduates of educational institutions go out year after year, without learning in college that there is a distinct profession of architecture; that only 7.7 per cent of the students in all of the principal universities and colleges receive any art instruction whatever. The conviction is growing that an important function of a university is the spreading of a propaganda of the practical usefulness of a knowledge and understanding of the fine arts as a part of the education of the general public. What will be the attitude of Howard University?

Art is democratic in its very essence. It cannot thrive in exclusiveness, nor can the people live nobly without it. To what extent do schools of architecture have a cultural influence in the college? If they function only vocationally for the few, and not culturally for the many, are they fulfilling their highest mission? Are they not the logical sources through which an appreciation of the fine arts can be disseminated among the people, and how can they begin better than within the walls of their own institutions? Of what use to train professional artists if their clientele are to remain ignorant of and indifferent to the subject? The reaction of the latter is bound to militate against the progress of the former. Again we ask, what will be the attitude of Howard University in this new tendency toward democratizing the appreciation of the fine arts? "Vocational competence in architecture must have a basis of intelligence upon which to develop, and this intelligence can only come through general education." But large numbers of students enter architectural schools from environments which furnish no idea of what architecture really means.

The twelve millions of Negroes in the United States constitute either an asset or a liability in the nation, which will be largely determined by the educational facilities afforded them. In just so far as these facilities are curtailed will the element of liability be greater in some phase or other. Therefore, the education of Negroes, in the matter under discussion, is as necessary for the general welfare as is that education for all other citizenry. This much can be said in his favor; however far behind, the Negro may be in other acquisitions, in the matter of art culture he stands above par. Due to whatever cause, he has the unique distinction of being the only American who has not cumbered the earth with creations in marble or bronze, unfortunately easier to build than to unbuild. Such

offenses are only future possibilities, which education can avert or forestall.

Returning to the question of the timeliness for professional education of Negroes in the fine arts—more specifically architecture: Does the Negro youth constitute a promising "prospect"? Is he worth cultivating? Unhesitatingly we say, *YES* and the time is *NOW!* By virtue of his blood he has latent within him all of those impulses which make Art a chosen medium of self-expression, and when these shall have been subjected to the discipline of education and training, he will make as valuable a contribution to Architecture, Painting, and Sculpture in America, as he has already done in Poetry and Music.

That he will essay the field there is no question or doubt, but whether as an asset or liability to the nation will depend upon the facilities afforded him for his vocational as well as general education.

Within this Capital City of the Nation there are millions of money being accumulated or consolidated, destined to be employed in enterprises conducted by Negroes. Hotels, apartment houses, theaters, and commercial structures of magnitude are under way or contemplated for the near future, and the Negro architect is being demanded. He is coming, either as an asset, trained and competent as to technique, qualified as to culture, and inculcated with the high ethics of the profession—or as a liability, to run amuck to the detriment of the public, with the capacity to do as much harm as though he were white. For the architect, unlike the lawyer or the physician, is, perhaps unfortunately, under none of the legal restraints imposed upon the latter to protect the public from incompetent practitioners; nor is there the constraining power of a public educated so as to be able to discriminate between good and bad.

Howard University has committed herself to the education of Negroes in the profession of architecture. Her courses are modeled closely after those of the best architctural schools in the country. Her standards of attainment set as high. Beginning without a physical equipment, except class rooms, almost without a technical faculty, within less than two years the department has acquired a comfortable, attractive drawing room furnished with sufficient facilities for teaching. It has acquired the nucleus of a technical library, that cannot be excelled in quality, since it is of the best. It has also the beginnings of a museum consisting of casts from the antique, and, we may say, has also the beginnings of a faculty. Upon the qualifications of this last the present writer for obvious reasons cannot enlarge except to say that they have a thorough appreciation of the dignity of the profession of architecture, its ethics, its high standards of education and practice, and the magnitude of the work undertaken.

Of the students, no praise can be too high. They come from environments probably less favorable for the study of architecture than those from which most architectural students in other schools are drawn. Yet the entire class enrolled at the beginning of the first year, with nothing

of background of tradition, or the inspiring performances of predecessors, returned for the second year, and brought others in their train.

Whatever misconceptions they may have had on entering the course as to what architecture and architectural education meant, have given place to serious convictions which would be creditable to students in many of the older and more favored schools.

One difficulty only is encountered: Twenty-four hours is, for them, too short a day, and they can hardly be induced to quit work long enough for the janitors to sweep the rooms; which speaks volumes for their enthusiasm and their diligence, factors without which the most generously endowed in other respects can make but little headway in mastering so difficult a profession as that of Architecture.

THE CHOICE OF A PROFESSION—(Concluded).

WHEN the priesthood was the one outstanding and controlling profession which absorbed the highest natural talent of ambitious youth, the aspirant to this sacred office was expected to see signs invisible to dimmer vision and to hear sounds inaudible to duller ears. In the more credulous ages this belief was universally accepted. Infidelity was visited with a dire penalty. Doubt was deemed sacrilegious; denial meant death. The candidate for holy orders must declare a supernatural vision with signs and wonders and assert his own personal sense of "opening skies and angels visitant." The sacerdotal function involves relation between the seen and the unseen, the known and the unknown, the real and the unrealized. Imagination is the transcendant factor of mind. The priestly function, like the poet's eye, must roll in fine frenzy from heaven to earth, from earth to heaven. Mankind entrusted its spiritual welfare to the keeping of those who possessed or profess to possess vision beyond the reach of ordinary ken. The dream, the vision, the outward symbols of the inner calling was demanded of all candidates for this holy function. Indeed, some religious denominations still demand certain ecstacy of experience before the lay candidate can be initiated into the sacred circle of spiritual fellowship. It would require a bold scepticism to doubt the genuineness of the occult experiences of many a devout priest in the earlier day or at the present time. The ordinary minister, however, would hardly care to look his lay friend level in the eye and assert such claims. By reason of easy self-deception and public dupery many doubtless professed occult powers which they did not possess, and famed experiences which they did not feel. There has grown up widespread suspicion that the priesthood has no exclusive accessibility to the secret fount of mystic power.

A trace of the old conceit still survives. Candidates for the ministry are still expected to declare an inward experience and to undergo outward consecration not required for admission into any other profession.

The ranks of all professions should be recruited by youths of genius or of special talent for the field of work upon which they expect to enter. This genius or talent is apt to reveal itself in different forms of manifestation. It may appear in the form of power, clearly superior to the average of his group. It may be in the inner and secret yearnings for some specific pursuit. It may be a deep conscious sense of personal responsibility. Prof. Sterling N. Brown of the Howard University School of Religion has thoughtfully and temperately defined the ministerial call: "At the foundation of all hope for success in the ministry is an undoubted call to preach the Gospel. This call may not be miraculous as usually understood, but there is, nevertheless, a distinct leading of Divine Providence that indicates to an inquiring, obedient mind what the will of the Lord is. "Devotion to the service of God, an honest purpose to live to His glory, a willingness to perform any apparent line of duty, together with natural talents, opportunities and means that fit for this service, and the conscious conviction that the highest good can be rendered by preaching the Gospel are the indications that ought to definitely settle whether or not one is called to preach."

But the "call" to a field of service can no longer be limited to the sacred profession. The possession of genius or of special talent in any given direction indicates a call to the field in which this special endowment lies. Consciousness of possession constitutes sufficiency of the call. The young collegian who had served one year as tutor in English related to the author that he was going to hasten to his Alma Mater to complete his doctorate in this specialty, and that he had to hurry up the procedure before his conscience made him preach. I have not had the opportunity to follow up the career of this young man, but feel sure that he has finally landed in the right place. Sad, indeed, is the lot of that young man who is disobedient to the heavenly vision when clearly vouchsafed to him. Those who feel a deep yearning to serve mankind on the human or on the heavenly side, with a burning desire and a compelling love should surely enter the vocation whereunto he is called whether it be sacred or secular. He who possesses the gift of poetry and the love of it is called to the sacred ministry of song. The poet, Pope tells us:

> "When but a child and still unknown to fame,
> I lisped in numbers for the numbers came."

Can anyone imagine this matchless master of rhyme making a success in any other pursuit? Had he failed to hear or heed the call, the world would have been deprived of the contribution of his genius and he himself would have lived and died unknown to fame. Unusual gift of ear or voice constitutes the call to the profession of music. The artist is called to his work by the love of art; the scientist by the love of knowledge; the orator by powers of speech; the author by the writer's itch; the philanthropist by the love of man. Paul, Plato, Shakespeare and Edison were called to their tasks by controlling power and a compelling love that

would let them go. Indeed, all the great geniuses of the world have regarded themselves as sounding boards which the sacred nine might use to reflect the deeper sense of things to the average mind too dull for direct reception.

Physical as well as mental, moral and spiritual characteristics may serve as a guide to the wise choice of a profession. The thin, strident voice is not likely to succeed in a profession that requires effective oral speech. We do not expect to see a pigmy in the pulpit or a giant as a telegraph operator. Size is an effective measure of power. We are struck with surprise at any marked deviation from this rule. There is, also, a temperamental fitness appropriate to certain callings. The morose physician, the jocund priest, the crabid counsellor, the irritable pedagoge suggest temperamental incongruities.

After we have made allowance for genius and talent and special fitness, there still remains a wide margin in all of the professions which must be filled by men of ordinary powers and capacities. After exhausting the list of those endowed with five talents or with two talents, we must fall back upon those with one talent to fill out the professional quota. The number of geniuses in a given population is indeed small. There are not enough spiritual geniuses or youths of high spiritual talent to recruit the ranks of the ministry. The same is true of the several secular professions. The ministry, law, medicine, teaching and the various special and technical pursuits would require one out of less than one hundred of the population, including men, women and children. For the most part, these positions must be filled by the average college man, who can hardly lay claim to superiority in any domain of human wisdom or to any peculiar urge in any particular direction. The decision as to the field of service must be the result of calculated choice and practical prudence. At the end of his college course, the average collegian finds that he is about equally adapted to any one of several professions whose attractions appeal to him. Which way shall he turn might as well be decided by the toss of a die. Advice is of little value. It would be about as needless to advise a young man as to the choice of a profession he should enter as the wife he should marry. Responsibility in both cases is essentially personal. The young man who is not able to select his own wife had better not marry at all. The one who relies upon advice for a profession is similarly befitted.

Opportunity and circumstances often exert a controlling influence in the choice of a profession. If the father is a lawyer with a lucrative practice, the son is prone to follow in his footsteps. The next thing to being able to make one's own place is to fit into a place already prepared for him.

Looking over the field of service the college man will be impressed that some lines are overcrowded, while others are undersupplied. Naturally enough he will be drawn to the field where the laborers are few and the

harvest inviting. He must determine whether he possesses the ambition and the perseverance to make his way to the top in the overcrowded professions or to take his place at the bottom in the less occupied sphere, though the promise be less appealing.

Some professions offer more remunerative attractions than others. The candidate must determine whether his decision will be influenced by immediate material advantage or whether he will forego present financial reward and enter into the less remunerative calling which is more in harmony with his ambition, taste or talent.

Perhaps, after all, the desire for fame is the controlling human motive. Where can I find the best field to make a career for myself and gain esteem and distinction among my fellow men? is the laudable query which figures in every choice of profession or field of work. Every ambitious youth should wish to make the best impression he may upon his day and generation, and should be actuated by the high desire to become a man of mark and to leave his footprint on the sands of time.

The candidate for assignment in the broad field of the world's work should first of all possess a knowledge of himself. He should properly appraise his own powers and know their strength and their limitations. He should study his own peculiarities and adaptability to the special tasks upon which lie is about to enter. He should choose a profession adapted to his faculties and should adapt himself to his profession.

There remains the gratifying assurance that we are apt to fall into fitness and fondness with a process which must perforce be frequently repeated. The priest who must needs recite the litany on every ceremonial occasion finds himself in love with the recital which otherwise would become tiresome reiteration. The dramatist performs the same production over and over again and his love for the production is intensified with each performance. The soldier goes through his manual of arms a thousand times with increased zest and alacrity. The candidate, therefore, need not be frightened at what at a distance seems to be the repellant features of a profession, for that which seems uninviting at a distance may become altogether agreeable at closer range. We can accustom ourselves to any regime provided that regime points in the right direction. Li Hung Chang used to extol the oriental theory of marriage, where the wife was chosen on prudential grounds with the expectation that love would ensue upon close acquaintance and familiarity. On the other hand, in the occidental scheme, love precedes marriage as a guarantee against the inharmonies which might arise from intimate relationship. Both systems have their advocates and special defenders. As usual, wisdom is found in the medium. So it is in the choice of profession. When other methods fail, let the candidate fall back upon the advice of Lord Bacon: "Choose the best; practice and constant inurement will make it easy and agreeable."

It is doubtful if anyone has ever done anything worth while who was not inspired by the love of doing that thing. The man who finds that he cannot fall in love with his profession should get out of it. The spring of motive to the best endeavor is to love the thing we do. To love one's work adds romanticism to the dullest routine and gives zest for that drudgery which is inseparable from any pursuit. Every worker should bear ever n mind the consummation of service prophesied for that far-off time.

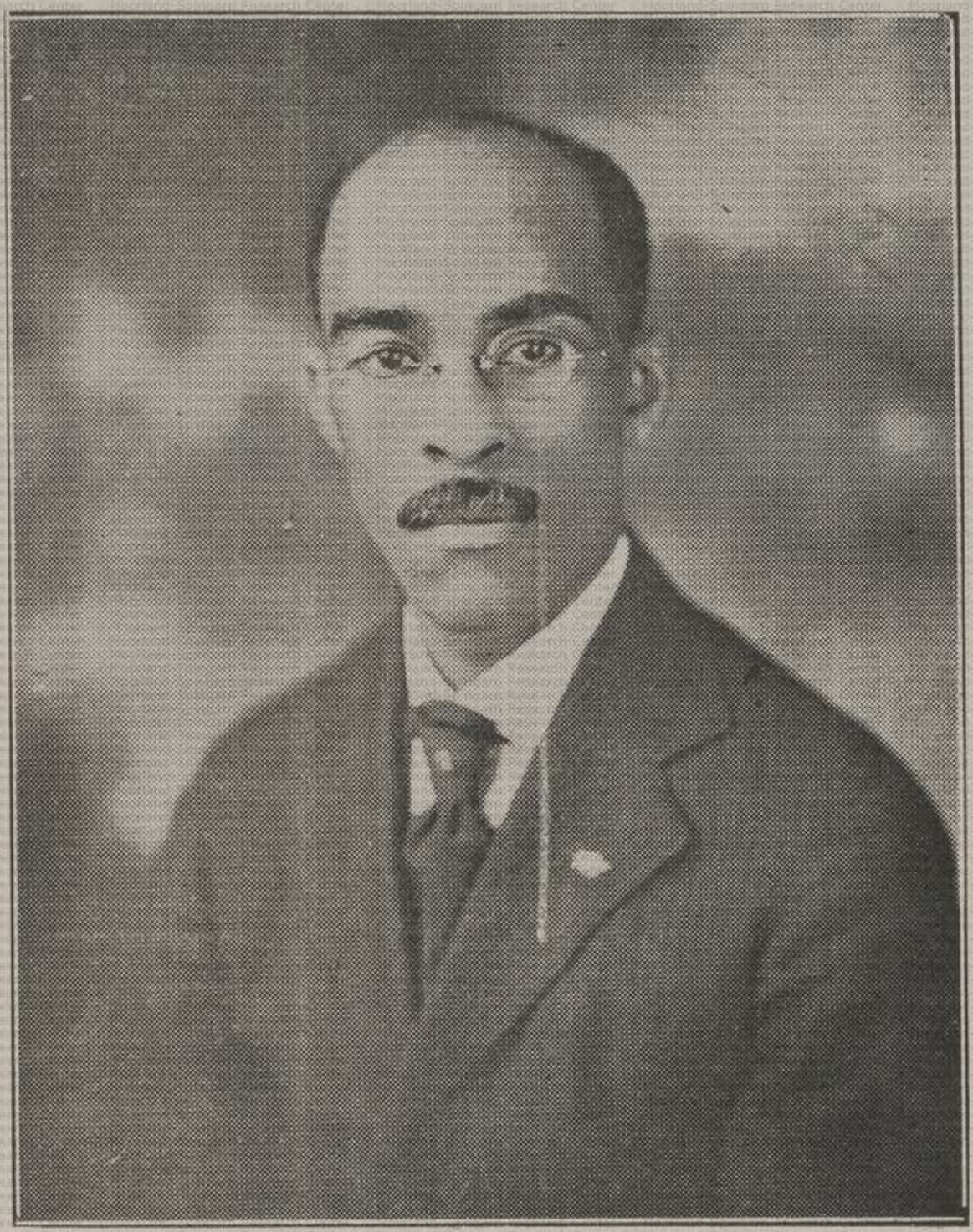
"When no one shall work for money,
And no one shall work for fame,
But each for the joy of the working."

KELLY MILLER,
Professor of Sociology.

HOWARD ALUMNI, YOU OUGHT TO KNOW.

I. T. GILLAM

I. T. Gillam, A. B., Principal of Gibbs High School, at Little Rock, Ark., is the son of Isaac and Cora Gillam, pioneers of Little Rock. His father, a Civil War veteran, was very active in politics, and held an important place in the G. A. R. His mother is still very active and enjoys the distinction of having several children teaching in the public schools of Little Rock, Ark.



I. T. Gillam

Professor Gillam was born in Little Rock, and at an early age graduated from the Union High School with honors. He entered Howard University, finished the Preparatory and College Departments, and received the degree of A. B. He spent one year in Post Graduate work at Yale University.

He married Miss Lida Anthony, the sweetheart of his childhood, who was also a teacher in the city schools. By this marriage two of the oldest and best families of the state were united. They are the happy parents of three children, a girl and two boys. The eldest, Dorothy, a daughter of 16 years, is now a Freshman at Howard University, having graduated with honors from Gibbs High School last June.

He won the first gold medal offered by the Alpha Phi Literary Society in their Oratorical Prize contest. Also on the record that he made in Science and Mathematics at Howard University, he was successful in securing a scholarship in the Post Graduate Department of Yale University, where he spent one year after getting his degree at Howard.

Professor Gillam has received several honors in the Fraternal circles, one of which was Royal Grand Patron of the Order of Eastern Star. He was at one time assistant principal of Lincoln High School, at Fort Smith, Ark., and for a number of years taught Latin and Science in the Gibbs High School. He is now principal of Gibbs High School and has twenty-six ardent supporters as his teachers, among whom are two of his ex-teachers.

He is efficient, modest, courteous, positive and his every effort is characterized by fairness and justice to each teacher and pupil. As a teacher, he stands in the first rank; and as an executive, he shows unusual ability.

The fact that Professor Gillam holds the Principalship of the High School from which he graduated (the name and location having changed) bespeaks for him honor and praise.

ALUMNI NOTES.

'05 We are in receipt of a letter from Dr. A. E. Beatty in which he encloses check for one year's subscription to the Record. Dr. Beatty shows the true Howard spirit when he writes that he has three girls and two boys who are being carefully trained that they may add honor to Howard's honor roll.

'05 Dr. A. M. Rivera, Academy, and also a graduate of the School of Dentistry, 1909, came to Washington during the Inauguration and visited his Alma Mater, after an absence of several years. He is a public-spirited citizen of Greensboro, N. C., and is a highly successful Dentist in his home town.

'10 The following article concerning one of Howard's young Attorneys recently appeared in one of the leading papers of Atlantic City, N. J.:

"Attorney Frank H. Wimberly of the Atlantic City Bar scored a triumph in the Mays Landing Criminal Court a few days ago, when he defended and won an acquittal for Benjamin Holmes, charged with attempting to commit a statutory offence. Attorney Wimberly subjected the prosecuting witness, Mrs. Ovinia Collins, to a withering cross-examination. Time and again Mrs. Collins essayed not to answer the searching and well-timed questions of Attorney Wimberly, but the court ruled, over the objection of the State, that the questions were both competent and relevant and that she must answer. Harrison Collins, husband of Mrs. Collins, and the other star witnesses for the State fared not one whit better at the hands of Mr. Wimberly.

An imposing array of witnesses appeared for the defence. In his argument to the jury, Mr. Wimberly scathingly denounced Mrs. Collins, stating that she was only seeking to fabricate a sham excuse to cover up her own wickedness. After concluding argument by the prosecutor and the charge of Judge Robert H. Ingersoll, the jury retired and after a deliberation of more than an hour returned a verdict of acquittal for the defendant."

'13 Rev. Paul Johns, College of Arts and Sciences, since leaving Howard University taught two years under the American Missionary Association and later entered Divinity School of Yale University, from which he was graduated June 19, 1918. In July, 1918, he became Pastor of the Second Congregational Church of Knoxville, Tennessee, where he is still located. This is a wide-awake church, full of life and enthusiasm, and Rev. Johns and his members are hoping for great things in the future.

'13 Dr. Leon Cork, College of Arts and Sciences, and also a graduate of the School of Dentistry, 1917, offered up his life in France, as a sacrifice to his country. His body was brought to Wilmington, Del., where he was given a full military funeral. Dr. Cork was called to the colors before he could begin his practice and made the supreme sacrifice in December, 1918.

'16 Kelly Miller, Jr., College of Arts and Sciences, for the greater part of the academic school year 1919-20 was an assistant in the Ballistic Institute of the Department of Physics, at Clark University, Worcester, Mass. At present he is with the Madsen Electrical Research Laboratory, New York City.

'17 "Miss Geneva A. Waugh, A. B., Class '17, College of Arts and Sciences, won the Second State Prize for the second best essay of all the essays handed in by the Negro Schools of Florida. Miss Waugh has been very successful in her work as head of the English Department of Cookman Institute, Jacksonville, Florida."

'19 DR. J. B. WALKER, Medicine, sends us a word of greeting from Canton, Ohio, where he is successfully practicing Medicine.

A Letter From Former President Thirkield.

En route Peru to Mexico, March 2, 1921.

The RECORD,
Washington, D. C.

Sirs: It is interesting to find Howard men all over the States and out of them. In Panama I met Dr. Peter McDonald Milliard, who is now a prominent pharmacist and successful physician in Panama. I learn that there are about twenty Howard men in the Canal Zone and on the Isthmus. Mr. T. B. Neely is Secretary of the Y. M. C. A. at Cristobal. I find Howard men always loyal to their Alma Mater.

Success to Howard always!

Faithfully,

W. P. THIRKIELD.

The Record Makes Friends.

Atlantic City, N. J., March 16, 1921.

Prof. G. M. Lightfoot,
Editor-in-Chief the RECORD.

Dear Sir:

Inclosed please find my check for $1.00 covering my subscription to the RECORD. It was through Attorney Frank H. Wimberley that I have become acquainted with your excellent publication and I am frank to tell you that I am fast becoming a Howardite in spite of the fact that my alma mater is another school.

Yours very truly,

JNO. B. DYKES.

UNIVERSITY NOTES.

Report of the Fourth Annual Convocation of the School of Religion February 22-24.

THE Fourth Annual Convocation of the School of Religion was held during the three days, February 22-24, 1921. A committee of fifteen local pastors representing the leading denominations in the city co-operated with the Faculty in planning for it. The Theological Alumni Association was especially active in promoting it. Our thanks are also due the Trustees of the University for enabling us to invite, as our guests, forty pastors from out of the city who were selected by the committee of fifteen. As in previous years, the Director of the School of Music, Miss Childers, very kindly provided music for the evening sessions, by securing the services of several of her talented pupils whose singing was an attractive feature of the program.

The attendance was larger than at previous Convocations and the interest aroused was very great. Many notable addresses were made. It would seem invidious in your reporter to select a few of these for special consideration and it would be impossible to do justice to them all. As most of the addresses will probably be published later, it seems better to attempt to interpret the spirit of the Convocation than to give a fragmentary and inadequate comment on each address.

The spirit of the Convocation was serious, but hopeful. Each speaker recognized that we are living in a time of wide unrest and of eager searching for fundamentals. All agreed that the Gospel of Jesus must be applied to the various problems confronting us through the fresh incarnation of His spirit in all classes and races. Some speakers were a little pessimistic regarding the immediate future in certain particulars, but the prevailing note was one of thoughtful optimism. The conviction was repeatedly expressed that the Gospel is the power of God unto salvation, social as well as individual; that the stern compellings of God as well as His gracious providences proclaim that Brotherhood, which means mutual respect and mutual service among all men, is the only hope for civilization.

From the opening words of welcome by President Durkee and the first address by Dr. W. O. Carrington to the last one by Dr. W. N. DeBerry each session was characterized by high scholarship, spiritual vision and an earnest endeavor to adapt truth to life. In considering the general theme "Brotherhood, The Gospel for Today," the addresses of the first day dealt with the "Social and Economic Aspects of Brotherhood." Hon. W. B. Wheeler, Counsel for the Anti-saloon League, urged the need of law enforcement, and Rev. Paul Moore Strayer pointed the way out of the industrial impasse. It was shown that the adjustment of social rivalries and the correction of industrial injustice depend upon our ability to reproduce the spirit of the Master who became the servant of all.

We were especially fortunate in having two such statesmen as Senator Thomas Sterling and Congressman S. D. Fess to present the problems and the work of our Government in its endeavor to promote brotherhood, and two such authorities on international questions as Mr. Arthur D. Call and Dr. Frederick Lynch to set before us the needs of the world and the part which our nation should take in order to become a true brother to other nations. Ably did Mr. A. H. Grimke present the Negro's rights and his true place in the American Democracy and

equally effective was Bishop Charles S. Smith's discussion of the international aspects of Brotherhood. International relations may be in a tangle, but it is heartening to know that men of vision and of affairs see a way out of the tangle and that so many are working for the better day.

Interracial relations in the world at large and in America in particular are complicated and critical. Instead of revealing the Spirit of brotherhood taught by Jesus, they are often accompanied by petty discriminations and rank injustice, by a spirit of suspicion and resentment and by violent outbreaks against law and order. The cure for these ills can never be found in Ku-Klux methods or in propaganda intended to rouse hate and fear. Only as men learn to adopt the principle of brotherhood in a voluntary "bondage of freedom" can they realize the Christian ideal of oneness in Christ. A revival of true Christianity can only come as men open their hearts to receive the baptism of the spirit of good will and be drawn to a life of sacrificial service by the magnetic power of the uplifted Christ.

The sermon by Dr. W. P. Hayes of the Mount Olivet Baptist Church, New York City, was worthy of the occasion. It was a frank, fearless consideration of the practical problems confronting the church as it endeavors to minister to a pleasure-loving and money-seeking generation and an earnest presentation of a Christian program to win men to higher loyalties and satisfying faiths.

It was a great disappointment to all that President Durkee was prevented by illness from giving the closing address of the Convocation. His brief but clear-visioned and hope-inspiring word of welcome as the Convocation opened was prophetic of what his fuller utterance might have been.

Among the distinguished visitors who added to the richness of the sessions, though not announced on the program, were Bishop George W. Clinton, whom we are always glad to welcome to Howard; Rev. E. O. Watson, D. D., Washington Secretary of the Federal Council of Churches, and Dr. Ernest Lyon of Baltimore.

It is too soon after the Convocation to give an accurate summary of its results, but some things may safely be said. It means much that prominent men of large interests are willing to come from a distance and give their time and thought to a gathering like this. It reveals friendliness for Howard and, perhaps even more, deep concern for the great questions which Howard is trying to state clearly and to solve. Over one hundred ministers registered, representing at least twelve denominations from Baptists who had the largest representation to Romanists who had one priest present. How many other ministers were present who did not register we do not know. A goodly number of churches were represented by official delegates. The fact that so many of diverse views on many points could get together for a three days' discussion of "Brotherhood" is suggestive of a deep yearning in the heart of our people to make Democracy and the religion of Jesus more than theories. Then, too, a deep impression was made upon many of the students in the University which cannot fail to bear fruit in the years to come. The active cooperation of so many of our city pastors with the Faculty is an asset of mutual advantage. Our guests were hearty in their expressions of appreciation of the value of the Convocation for its educational features, its practical fellowship and its inspirational uplift. Men are returning to their tasks with wider visions of duty and privilege and with a new sense of the reality of what brotherhood in Christ means.

The following paper presented at the last afternoon session of the Convocation reflects the judgment of a group of representative men regarding its scope and worth.

Report of the Pastors' Committee on the Convocation of the School of Religion.

THE School of Religion, Howard University, Washington, D. C., has added to its long list of achievements one other noteworthy contribution to church reconstruction in the program on "Brotherhood—The Gospel for Today" carried out at Carnegie Library and Rankin Memorial Chapel on February 22, 23 and 24, 1921.

The Faculty of the School of Religion appointed a committee to sum up the results of the speaking, discussion and fellowship. The committee is pleased to report as follows:

(1) We are glad to commend the spirit of the men who discussed the various phases of brotherhood. These addresses were in the highest sense valuable for their accurate information, for their suggestiveness and the personification of the theme in the speakers themselves. They all showed careful preparation.

(2) The committee commends this growing desire on the part of the authorities of the School of Religion to extend its influence into the very life of our churches by gathering together some of their religious leaders every year to hear modern exponents of religious progress and of new methods of propagating religious truth.

(3) We are glad to acknowledge our debt of gratitude to the faculty of the School of Religion for the inductive method of study relative to the needs of our people. While we know the Gospel is for all, it needs new interpretation and at times new applications. It appears to your committee that the School of Religion is earnestly striving to fulfill the purpose for which it exists.

(4) We recommend that the addresses be printed in permanent form and as far as possible distributed to prospective students and school libraries, etc.

(5) It is the consensus of opinion that the Convocation of the School of Religion of Howard University has justified its existence and should be continued and its influence extended to as many of our people as possible.

(6) It appears that a committee of 15 ministers has been helpful in advising the faculty in forwarding the work the Convocation seeks to do. We therefore ask the continuance of said committee.

In view of the foregoing commendations the committee offers the following resolutions for adoption by the Convocation:

Resolved, That there is the greatest need for a constructive program for the churches and the training of youth for religious leadership.

Resolved, further, That the School of Religion is meeting this need rapidly and deserves the support of all the schools, churches and the people generally.

Resolved, finally, That we thank the faculty and speakers for the privilege of attending the informing and inspiring sessions of the Fourth Annual Convocation of the School of Religion, Howard University, and that we agree to do our part to further spread the influence of this sort of constructive work for the Negro Churches.

Signed by Dr. A. C. Garner, Dr. F. J. Grimke, Dr. W. D. Jarvis, Dr. W. O. Carrington and Dr. G. T. Long.

Mr. and Mrs. A. E. Malone of St. Louis Welcomed at Howard University.

AMONG the notable visitors to Washington within the past few weeks have been Mr. and Mrs. A. E. Malone of St. Louis, Missouri. Mr. Malone came to Washington primarily to attend a meeting of a Special Committee of the National Negro Business League. The next day they visited points of interest including the

various public schools of the city, Dunbar High and Miner Normal Schools among others; the National Capitol, where Mr. Malone interviewed the Republican Senatorial and Congressional representatives of Missouri; and Howard University.

GIVEN OVATIONS AT HOWARD UNIVERSITY.

Following morning devotions both Mr. and Mrs. Malone were presented to the Student Body at Howard by President Durkee. Their good works had preceded them. They were given a very warm and cordial welcome and each spoke appreciatively of the work of Howard University, of its outstanding importance in the world of education, and of their earnest desire to cooperate with every agency possible in providing additional educational opportunity for young Colored men and women.

Mrs. Malone's unaffected simplicity, her appeal to the young men and women to root their lives in basic character and to center their thoughts upon substantial methods of uplifting their race rather than upon pleasure-seeking activities, evoked from the students a response warm-hearted, cordial and most enthusiastic.

Under the direction of Dr. Scott, Secretary-Treasurer, they inspected the various administrative offices and made a tour of the University grounds in company with Editor Fred R. Moore of the New York Age. Mr. and Mrs. Malone received many social courtesies while in Washington.

UNDERGRADUATE LIFE.

The Howard University College Branch of the N. A. A. C. P.

THE student body, after having petitioned the University authorities for permission to organize, met on Friday, February 25, 1921, and established the Howard University College Branch of the National Association for the Advancement of Colored People. This movement is not the sudden outburst of collegiate enthusiasm. It is not an uncommon feeling among many students that, since they are somewhat removed from the scene of the many heinous crimes committed against our people, they are themselves secure. Others have felt that, while their sympathy went out to the victims, there was no assistance that a college student could render. The first group suffers from a dangerous misconception. Little do they realize that crime, like disease, will spread unless checked in its incipient stage and that it is no respecter of persons. The second group seeks to excuse its own inactivity and thereby becomes more inactive. The minds of both groups have been changed and the result is The Howard University College Branch of the N. A. A. C. P.

By a unanimous vote the student body went into organization and elected the following officers:

Oscar C. Brown, President,
Margaret Smith, Vice-President,
Eleanora Warren, Secretary,
Marie J. Starks, Treasurer,
George L. Johnson, Corresponding Secretary.

Immediately these officers met and decided upon a policy for the year. They published the following in an open letter:

February 28, 1921.

To the students of Howard University.

Fellow Students:

On Friday, February 25, 1921, the Student Body of Howard University organized the Howard University College Branch of the National Association for the Advancement of Colored People. We, the officers who were elected at that time, are desirous of expressing our appreciation for the confidence that you have placed in us and we promise to exert every effort to prove that this confidence has not been misplaced. We feel that you have sensed the seriousness of your responsibility and that you are willing to do your share in co-operating with us. It is for this reason that we take this opportunity and medium of informing you of our policy:

First, we propose to initiate a membership campaign from March 1st to March 21st, and our slogan is "A THOUSAND FOR HOWARD."

Second, we shall endeavor to keep the Howard Student Body informed on the racial conditions in America.

Third, we expect to present from time to time speakers of ability and of distinction.

Fourth, we shall strive to inculcate into every student a commendable race pride.

Fifth, we shall do our utmost to bring about in America a national consciousness that will base recognition of men upon merit and merit only.

Sixth, we promise that neither time nor energy will be withheld in serving the students to their best interest.

If this organization succeeds in carrying out this program, untold benefits will accrue to the race.

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The National Association should think itself happy because Howard has taken this forward step. It does not merely mean that its membership roll will be increased, but also that it has established direct communication with three-fourths of the Negro college students of this country. Having this opportunity to inject into such a large and promising group the principles that make for race justice and to show it not only the advantages in, but the necessity for organization, the National Association should more effectively disseminate its propaganda to the many sections represented by the various students. Here is its chance to train efficient leaders who will be eager to enter into that broad field of service that has for its aim the making of a consolidated race.

SYDNEY P. BROWN.

The Reorganization of the Branch of the N. A. A. C. P. at Howard. Another Account.

FOLLOWING a petition signed by more than 200 students, steps were taken to reorganize the dormant branch of the N. A. A. C. P. at Howard University. For such a purpose, the students were granted by the authorities one noon hour.

Mr. Oscar C. Brown, as acting chairman, briefly stated the purpose of the N. A. A. C. P. and the need of bringing to life the sleeping branch at Howard. The main speaker of the hour was an old member of the N. A. A. C. P., Professor George William Cook. Professor Cook made a very effective speech and touched the deeper feelings of all present. The ready and enthusiastic applause of the student body showed their sympathy with such a movement, and their willingness to cooperate with those attempting to carry out the ideals of this national organization.

After such an effective address, the students were ready to go into organization. Through the proper parliamentary procedure, the officers for the reorganizing of the branch of the N. A. A. C. P. at Howard University were elected.

With a fine staff of officers, the real cause of the N. A. A. C. P. should be aided. The students body is proud to have among its members such a group of students that are ready and willing in the interest of their race.

They have already started to work, and have launched a membership campaign. Their slogan is, "One Thousand for Howard."

IRENE MILLER, '21.

The Annual Formal Reception of Alpha Chapter Phi Beta Sigma Fraternity.

ONE of the most brilliant dinner-dances of the season was given on the eve of George Washington's birthday, by the Alpha Chapter of the Phi Beta Sigma Fraternity in the ballroom of the Whitelaw Hotel. At exactly 9 p.m. the doors of the ballroom were thrown open, and the guests began to arrive. The ballroom was decorated with huge palms, and the fraternity colors. At 9.30 p.m. the floor manager announced the beginning of the dance. Beautifully gowned young women tripped the light fantastic with handsomely groomed young men. Merriment was at its highest, when the floor manager announced the arrival of a member of the firm of Underwood and Underwood, who was to take a flashlight picture of the reception. Following the flashlight picture, dinner was served to one hundred guests. At this point Mr. J. O. Harris, president of Phi Beta Sigma, presented the guests of honor, Judge and Mrs. R. H. Terrell. The following honorary members were present: Professor R. W. Tibbs, Professor E. P. Davis, Lawyer Ford, Professor Metz T. P. Lochard, and Dr. A. L. Locke.

Music started every one to dancing again until the strains of Home Sweet Home were heard, and every one was sorry that such a delightful occasion as this should come to an end.

Athletics.

Howard Defeats Lincoln Friday, March 11.

THE beautiful Murray Casino was crowded to its capacity when the referee's whistle sounded the beginning of the basketball clash between Howard and Lincoln, the two oldest Colored collegiate rivals, which ended in favor of the Howard Five with a score of 36 to 22.

The game started in rapid fire order when Kean snatched the ball from the air and made the first basket of the game. The game was fast from beginning to end and was marked by the sharp shooting on the part of every man on the Howard team. Sims at center for Howard was easily the brightest star doing his full share towards piling up the score by shooting 7 field goals. The wonderful development of the Howard five was plainly evident in the team work exhibited in the clever passing of the ball. In the absence of Captain Richardson due to injury, H. Johnson handled the position of forward very well. He and Kean, the two forwards for Howard, played together like twins.

The Lincoln five proved no easy opponent. Clarkson and Davis, guards for Howard, were kept busy holding off Captain Boozer and Skinker, forwards for Lincoln, who at every chance registered a basket. Wheatland at center for Lincoln was a marvel at shooting fouls, registering six out of seven attempts.

HOWARD			LINCOLN	
Field Goals				Field Goals
Kean	(3)	Forward	Skinker	(2)
H. Johnson	(4)	Forward	Boozer (Capt.)	(5)
Sims	(7) fouls 2	Center	Wheatland	(1) fouls 6
Clarkson	(2)	Guard	Franklin	
Davis	(1)	Guard	Randolph	

Referee: Henderson. Timekeepers: Allen and Randolph. Scorers: Payne and Randolph. Substitutions: G. Johnson, for Kean; Hauser, for Sims; Carter, for Clarkson; Halstork, for Davis.

Baseball.

MONDAY, March 14, Coach Morrison received 87 applications for try-outs for the baseball team. The following day the number had increased to 107.

Much interest is manifested by the young men. From this one week's chance of looking them over Coach Morrison estimates he will have a team which will repeat the Varsity performance of the Football and Basket Ball teams of the Autumn and Winter of the present scholastic year.

The schedule of games to be played is as follows:

Union University, April 6 and 30.
Hampton Institute, April 16 and 23.
Lincoln University, April 25 and May 7.
Wilberforce University, May 4, and a date to be decided on later.
Va. Normal & Ind. Institute, April 14 and May 21.

Other games are being arranged, announcement to be made later.

Tennis.

Preliminary to the Tournament to be held during the Annual Track Meet, May 14, 1921, Howard will have a tournament beginning April 16 and ending April 23 for the purpose of selecting the Varsity Team.

Faculty and Students are eligible to compete in the University Tournament.

Lincoln, Howard, Hampton and Union have expressed a desire to enter teams in the May Tournament.

Pen Relay Races.

Howard will send a team of 5 track men to take part in the Championship Class B Mile Relay Race to be held on Franklin Field, Philadelphia, Penn., on April 30, 1921.

Coach Morrison has confidence in the ability of the team he will enter to at least get a place in the final race.

This year will be second appearance of Howard's Relay Team in this race.

HIGH STANDARD FOR ATHLETICS.

Colored Inter-Collegiate Athletic Association Holds Tenth Annual Meeting in Richmond—Gambling Is Denounced—Demand for Physical Education —Big Track Meet at Howard on May 14.

By Charles H. Williams.

THE Colored Inter-Collegiate Athletic Association held its tenth annual meeting in Richmond, at Virginia Union University. It denounced gambling and advocated the development of physical education. It voted to become a member of the National Collegiate Athletic Association and to raise the dues from $2.50 to $25 from each school so as to carry out its developing program.

M. T. Dean and Dr. W. E. Morrison, representing Howard University; James O. Randolph, Lincoln University; G. W. Barco and T. L. Hickman, Union University; W. A. Rogers, L. H. Foster, C. W. Florence, and T. L. Puryear, Virginia Normal and Industrial Institute; J. R. Hunt, Virginia Theological Seminary and College; and Charles H. Williams, Hampton Institute—these men attended the meeting.

The Association, organized in 1912 by representatives of Howard, Lincoln, Union, Shaw, and Hampton, aims "to promote the physical welfare of the students in colored educational institutions of higher grade; to foster athletic games and contests in connection with the same; to formulate from time to time and to recommend for adoption by the various authorities controlling athletics in these institutions such regulations as will tend, not only to promote clean, manly sport, but also to maintain scholarship; and to adopt and enforce uniform rules governing all games played and meets held under the auspices of this Association."

Year after year, as the result of the influence of the Association, the standards of athletic games have been raised, until the public, as well as the participants, insists upon clean sport. The appreciation of the Negro public is clearly shown by the thousands who witness the big classic football and basket ball games.

Association Denounces Betting.

During the past football season at several games betting was common along the side lines among the spectators. Students and even players are also said to

have wagered their summer earnings. At one game, where students lost several hundred dollars, the officials were blamed and attempts were made, it is said, to do them bodily harm. At another game fights resulted over the officials' decision and completely broke up the game. One man who was disorderly exclaimed, "I have my money on this game."

The practice of betting, if allowed to continue, will completely destroy all the good that may be derived from wholesome competition. Many schools have started campaigns amongs the students to eliminate the evil. The Association denounced betting, in no uncertain terms, as follows:

"We recommend that this Association go on record as being utterly opposed to the practice of gambling in connection with athletic games among colored schools and colleges, and we urge the officials and authorities of the schools to do all in their power to abolish the practice of gambling by the members of the teams, by the student body, and by those in attendance at the games."

Physical Education An Essential.

The Association stands for progress and is exerting influence, not only in athletics, but in the introduction and development of physical education in the schools. Recently a letter was sent to Negro institutions, urging the introduction of physical education as a part of the school program. Answers to many of the letters show that schools that formerly showed little interest in this work are now putting forth efforts to introduce it and to secure trained workers where funds are available for such purposes. Every school in the Association has a director in charge of this work.

The Virginia Theological Seminary and College was voted a member of the Association. This school is building a gymnasium which will be ready for the coming season, and has in its employ J. R. Hunt, who is physical director.

Considerable time was given to a discussion of the eligibility of players. Howard and Lincoln have already qualified as Class A colleges, according to recognized national standards. Efforts will be made by the Association to have the schools raise their standards of academic work. It is a question whether schools which are not doing collegiate work will be admitted to the Association.

The first big collegiate track meet, known as the Annual Track Meet of the Colored Inter-Collegiate Athletic Association, will be held at Howard University on May 14. Maj. M. T. Dean, formerly of the U. S. Army and head of the R. O. T. C. at Howard University, and now director of the department of physical education at Howard, will have entire charge of the management of the meet. Every school in the Association will be represented by a track team, making this the biggest affair of the kind ever held among Negro institutions in this country.

Tennis Announcement.

March 1st, 1921.

IN preparation for the Intercollegiate Tennis Tournament to be held about the middle of May, 1921, there will be a local University Tournament held on the University courts beginning Saturday, April 16th, and ending Saturday, April 23rd, 1921.

Faculty and Student members of Howard University are eligible to compete in each or all of the events as listed, viz:

Men's Singles (Faculty and Students),
Ladies' Singles (Faculty and Students),
Men's Doubles (Faculty and Students),
Mixed Doubles (Faculty and Students).

SUITABLE TROPHIES WILL BE AWARDED FOR EACH EVENT

1 for Men's Singles, 2 for Men's Doubles.
1 for Ladies' Singles, 2 for Mixed Doubles.

Entry fee is 35 cents for each event. Example: Entry for Men's Singles; entry for Men's Doubles; entry for Mixed Doubles—total fee, $1.05.

The Varsity Team will be taken from the last six men and the last four ladies.

The Tournament will open at 9 a.m., Saturday, April 16th, 1921. All Singles except Finals will be played off before the Doubles begin. ALL FINALS will be played beginning at 2 p.m., Saturday, April 23rd, 1921. Contestants will be furnished tennis balls, nets and courts only for the Tournament.

The three courts north of the Applied Science Building are available for practice, and will be opened about March 20th, 1921. The following hours will be strictly observed by all concerned, viz:

MONDAYS, TUESDAY, WEDNESDAYS, THURSDAYS, FRIDAYS, 6 to 7:45 A.M., 3 to 7 P.M. ON SATURDAYS THE ENTIRE DAY IS AVAILABLE FOR PLAY. TWO COURTS ONLY WILL BE USED BY THOSE CONTEMPLATING ENTERING THE TOURNAMENT. THE THIRD COURT WILL BE AVAILABLE FOR ORDINARY PLAY BY ALL OTHERS DURING THE HOURS DESIGNATED ABOVE.

Entries must be in the office of the Director of Physical Education, Spaulding Hall, not later than noon, on Monday, April 11th, 1921.

A large entry list is desired. We must increase University interest in Tennis.

M. T. DEAN.

Lecture Outline No. 2

III.

CONSTRUCTIVE GROWTH OR PRACTICAL POINTS IN BUILDING AND CONDUCTING A PRACTICE

(Covering both professional and personal phases of a useful life)

SERVICE RENDERED—Held Ever Foremost

AVOIDING THE PITFALLS OF THE "PROFESSIONAL MONEY GRABBER"

THE "ULTIMATE FATE" of the "Advertiser and Outlaw"

TAKING ONE'S PLACE as a Community Factor

CHANCES FOR DEVELOPMENT IN EDUCATIONAL—HEALTH WORK

CO-OPERATION WITH THE PHYSICIAN

ESTABLISHING CONNECTIONS WITH DENTAL SOCIETIES and Scientific fraternities where available as a Means of Broadening the professional viewpoint

ESTABLISHING AN IDEAL IN PRACTICE and elevating the clientele to it

OFFICE EQUIPMENT AND EFFICIENCY—Its Moral and Health value

INSPIRING CONFIDENCE IN THE FUTURE—Building for the Future

STUDY
- Professional reading
- Post-Practice Courses
- Clinical Study
- The Dental Society as an Agency
- Keeping pace with advanced methods and procedures

HEATLH
- Physical safeguards
- Office Hours
- Light and Heat
- General Recreation—its value to body and mind
- Annual Vacations and the Dental Conventions

Arranged by Stephen J. Lewis, D.D.S.
President Interstate Dental Association, and
approved by the Executive Board
February 23, 1921

UNDERGRADUATE OPINION.

Race Antagonism: An Unsound Doctrine.

THE Negro awakes today to find himself in a most perplexing situation. Wherever he turns he is the object of downright un-Christian treatment. The air about him seems to be hostile throughout. In fact, the general tone of things appears to be against him. In the midst of these trying conditions several different schools of thought are arising. One group is offering a racial policy which is far too moderate. Whereas, another is advocating a policy which is too rash. Many other of the groups have no policy at all. They are simply making an empty noise.

It is indeed necessary that the race decide upon one general policy of race relationship. Without this, no set program can be carried out by the race as a whole. Besides, a general understanding and a common objective will bring about a oneness in the race that nothing else can possibly do. Of course different schools of thought arise in all races; but there can still be a general racial policy in this difference of opinion.

Race antagonism is now a rather popular doctrine. Many of our race leaders are preaching it. Large numbers of our newspapers are advocating it. It is taking hold of the youth of the race in no small proportions; and even the conservative elders are freely adhering to it. What must be the attitude of the thinking elements toward this policy?

In the first place, if we as a race adopt the policy of race hatred, we are embodying a thing which we most bitterly oppose in the white man. Race antagonism, as expressed in mob violence, directed primarily against the Negro, is detested by all members of the race. Moreover, the arrogant and unfriendly attitude which large numbers of our white brethren assume toward us cause our blood to boil within us wherever we meet it. Discrimination, as seen in politics and in our relations with them, has given rise to many a bitter protest on the part of the Negroes throughout the country. As a race we do ourselves a gross injustice to adopt a policy which has met with the strongest possible opposition of our better selves.

Besides, the policy of race antagonism will not achieve for us the desired end. If the Negro wants anything he wants a life that is more livable. He wants to destroy the forces of evil which greatly obstruct his progress. It is then for us to fight, *not as race against race, but as right against wrong.* If, in our struggle, we place the emphasis upon the race rather than upon the evil, we actually lose sight of the evil. Our chief aim will then be to destroy the person of the individual. In assuming such an attitude we leave the evil, which exists in our own race, unmolested. It will have opportunity to run its course unrestrained. Besides, the better elements of the opposite race will forsake us in cheer self-defense. To destroy evil we must fight it wherever it is found, whether in our race or in the white race. Evil is not destroyed in destroying men. Very often it is really increased.

Furthermore, this policy which has become very popular in racial circles, is itself a hindrance to the development of the race. It gives to the people a wrong conception of life. They take it that the one race can rightfully advance at the expense of the other. They lose sight of the fact that the only real development is along the lines of brotherhood. No race in its growth ever exceeds its vision. A narrow vision is productive of a narrow people; a broad vision of a broad

people. Stooping to race hatred deprives the race of all that is fine and beautiful, placing it upon the level of its enemies.

"Shall I answer, wrong with wrong,
Scoffing, with the scoffer?"

The only true development of a people is the steady growth in character, a growing sense of a love, and gradual removal from hatred and littleness.

I believe, however, that some movement should be set on foot to create within the Negro a sense of noblest manhood. This the spirit of antagonism cannot do; but a greater sense of devotion of father to children and husband to wife can. When a man realizes that he, as a father, is a real trustee and as a husband his whole duty is to create happiness and ward off danger, there is no need of agitators calling him to arms in defense of his loved ones. His sense of duty will be an adequate call. The members of the race must be taught the lessons of high regard for their loved ones and themselves. There must be created within them a desire for the first place as citizens and a zeal to strive to embody the best that the world affords.

It is indeed unsafe to teach any man to hold the personality of any of his fellows in contempt, for man is so constituted that once he grows to hate one of his fellows his hatred will gradually develop to the point where he will hate all men, even his own household. It is sufficient for the Negro to learn to love good and to hate evil. Then he will know when to fight and how to fight. To teach the race to hate any groups, leaving it void of the higher values, is to turn loose in the world a set of dangerous creatures. They really cannot fight effectively, for they have nothing to fight for, and what fighting they do is out of place. Race riots will occur. They are inevitable. However beneficial, they cannot be depended upon as a set program for race development. They are only incidents in the working out of a real program.

L. K. McMILLAN.

The Suffrage Movement With Our Girls.

HOWARD UNIVERSITY has done a wise thing for the women of the college in fostering a suffrage spirit. There have been several good results that it is well to mention for the inspiration of others. Out of the organization and work in connection with the movement many good speakers were given an opportunity. These same girls are now speaking in the Colored theaters and churches of Washington city for civic and social betterment.

The University was represented in the meetings held here in February by members of the various classes. It becomes a note of history that through the pageant direction, our costumer was called upon to make the veil for the suffrage statue.

One of the most beautiful pageants that have been staged was witnessed in the rotunda of the Capitol, when the statue was unveiled. There were wreaths laid by the National Federation of Colored Women's Clubs, and the Association for Advancement of Colored Women. To know that suffrage in her greatest demonstration recognized national interests without discrimination, inspires us to greater patriotism. We can do a great deal by grasping our little opportunities here to keep the question of woman's suffrage immune from discrimination. This demonstration was witnessed in awe and reverence by University students.

Culture Among Us.

THERE are quite a few features of our University life that we must see are undesirable and that we wish to remedy. The idea has been conceived that a group of college students can do more along this line by a real program among a few that shall be strictly yet willingly carried out than by any other method. In accord with this idea of fostering a deeper sense of morality and clean college life with a lasting spirit, this little group has impartially discussed and thrashed out much that is good and already begins to be effective.

First among the things we would see are: A sense of true manhood with every courtesy towards our girls especially when the two sexes meet or pass each other. We consider it a breach not to lift the hat, whether it be student or citizen. We consider it necessary to prefer young ladies first in every case where she has a right. In turn we expect every young woman to demand and get the utmost respect. If a young man shows his matron respect, he will respect the rules she gives for your protection.

Deeper yet, let there be a moral consciousness among us as an entire student body toward each other, our University and our race. If it is needed we can have it.

E. L.

OF GENERAL INTEREST.

To the Colored People of America.

By William C. Allen.

THE writer is a member of the Society of Friends, or Quakers, who before the abolition of slavery in the British Empire and the United States, were well known as earnest workers on behalf of the freedom of the Negro race. Often has our denomination in bygone days suffered contempt and loss of property because we tried to help you.

Now, as a friend, I want to help you. You have difficulties to encounter which your ancestors did not know. It is true that many of you are at present discouraged because of your trials. We cannot wonder at this.

But it is exceedingly important to remember how far your race has advanced in America the past 55 years. You have a record to be glad of. Compare your present holdings of real estate, your bank accounts, your schools, your churches, your honored men with the insignificant position you held with respect to these matters 55 years ago. You are a new race and in a short time have forged ahead beyond what any of us would then have thought possible. Get the government statistics referring to these things and many of you will be astonished at your own progress!

I have observed the condition of the Negro race in many lands. While in some small countries a few hundred thousands of negroes have advantages, nowhere except in America do so many of them have as much good food, clothing and the regard of the white race, as in the United States.

Now some men urge you to resent the ill-will of those who are not your friends. This will be a bad thing for you to do. Hate begets hate, force begets force, evil begets evil. You have made your wonderful progress the past 55 years in spite of receiving ill-treatment and injustice from some quarters. You have given a fine example to the world of the possibilities of development whilst trusting in God. Do not now throw away that trust and so invite trouble for yourselves or for your children.

Do not think too much about those who have ill-used you. Do not forget that many white people have abused other white people far more than have the white people abused you of latter years. Remember that you have millions of true friends in America. The Federal Council of the Churches of Christ, representing millions of church people, has spoken on your behalf. Recollect how the friendship of those who esteem you is proved by their contributions to your schools and colleges. Do not forget that while unkind words hurt, and injustices burn into our souls, there are many, many people in America who speak kind words to you and who are working on your behalf. You may not always see them, but they are all about you. Do not disappoint them by loss of self-control. Keep all your friendships bright.

I appeal to you on behalf of your friends, as well as on your own behalf, not to listen to the advice of those who advocate "Striking back." The recent war has proved that force does not secure rights as does a constant, cheerful working out of the problems that assail us. Do not give up your past steady way of improvement for a new way which will only invite disaster for yourselves and your children.

Those of you who know the truth of what I say will have need of using all their influence to quiet the hot heads among you. This must be done if your race is to continue its fine development in America. If your ministers continue to preach trust in God you will discover that the spiritual forces are stronger than all else. You will find that your material development will continue to grow. Great are the possibilities for you as you continue in well-doing!

409 Chestnut Street, Philadelphia, Pa.

ASHLAND PLACE BRANCH, Y. W. C. A., in Brooklyn, affords a comfortable, attractive home for young women spending the summer in New York City. Conveniently located near all car lines and only five cents fare to any place in New York. Quiet neighborhood, sunny, airy rooms; laundry facilities free; a roof that can be used as a sitting room; home-cooking; parlors in which to entertain friends; and all of this at very reasonable rates.

Reservations can be made in advance. For further information, write Miss Josephine V. Pinyon, General Secretary, 45 Ashland Place, Brooklyn, New York.

COUNTERWEIGHTS.

Prof.—"What was Milton's most famous writing?"
Pupil—"Paradise Lost and Found."

"Also Schupfte er auf den Strumfen zum Fenster."
Student (translating)—"He slipped on his stockings at the window."

A (reading in English)—

"And lightly was her nose
Tip tilted like the petal of a flower."

B—"That's the prettiest description of a pug nose I ever read."

Prof. (reading—"And it came to pass——"
Student (reflectively)—"So did I, but I didn't."

"Charlemagne was seven times as high as the length of his foot. How high was Charlemagne?"
"Why, seven feet."

Science As She Is Learnt.

Recent discovery—"Nitric acid changes the white of eggs to a lemon; and ammonia changes it to an orange."

"Elementary Canal"—(No doubt a part of the human anatomy in the days of our youth).

"Occasionally we use consecrated (concentrated) acids. They seem, however, to have a bad effect on all who come in contact with them.

In Chemistry we learn that substances are made of "Adams" and "Molly cules"!

"Matter is a soiled substance; something that has to be cast out before it injures things."

"The place of drawing in the laboratory work is to make you appreciate art!"

"An acid gas is irritable because it burns the nose and affects the members of the throat."

"In pressing a woolen shirt, be sure to use a 'modern' hot iron lest the plaits be not up to date." (However, if a "moderate" hot iron be used less harm would be done to the material.)

What a Revolution in Science.

At length we can buy "canned heat." We may also have "cold heat," "warm heat," and "hot heat." It has been suggested that "peas will not germinate if placed in cold heat on the window sill."

It is comforting to know that when we grow old there will be an occupation awaiting us. It has been suggested that the "veterans" inspect cattle in order to aid in preventing the spread of the mouth and foot disease. Do you think the "veterinarians" could do the work more skilfully?

"Three-fourths of a disease can be prevented if we boil our milk."
A new disease: "Pneumonia water."

MARK TWAIN, in "Innocents Abroad," speaks of a poet as a "good-natured idiot." Can you wonder, when this is one of the productions of his fertile mind?

"Save us and sanctify us, and finally, then
See good provisions we enjoy while we journey to Jerusalem.
For so man proposes, which it is most true,
And time will wait for none, nor for us, too."

SHE was a lady visitor to the prison, kindly and well-meaning, and as she chatted with a burglar who had been sentenced to six months' imprisonment, she thought she detected signs of reform in him.

"And now," she said, "have you any plans for the future on the expiration of your sentence?"

"Oh, yes, ma'am," he said hopefully. "I've got the plans of two banks and a post office."

A SMALL youth had been vaccinated, and after the operation the doctor prepared to bandage the sore arm, but the boy objected.

"Put it on the other arm, Doctor."

"Why, no," said the physician, "I want to put the bandage on the sore arm, so the boys in school won't hit you on it."

"Put it on the other arm, Doc," reiterated the small boy; "you don't know the fellows at our school."

The cows are in the meadows,
The sheep are in the grass,
But all the darling little geese
Are in the Freshman Class.

Too much fun;
Too much sport,
Nothing done;
Bum report.

27th Annual Statement of Southern Aid Society of Virginia, Inc. *Condensed*

The ***Southern Aid Society of Virginia, Inc.,*** notes with a high regard the timely and insistent demand of our people for Facts and Figures from the corporations and institutions appealing to them for patronage and investment. The Southern Aid Society of Virginia, Inc., has annually published full and accurate statements of its Income and Disbursements, as well as its Assets and Liabilities. And it has given wide distribution of this matter to its membership and the public. This was done despite the criticism of competitors and other uninformed persons, who said that "since our people were not up on financial matters, the time and money spent in preparing and publishing such information was simply a waste of effort and good money." But the Southern Aid management knew that the race was making rapid strides of advancement in education, business and finance, and would, therefore, soon be alive to such matters. Today's "Show Me" spirit of our people now demand more than Names and Promises as inducements for their support or investment. Therefore, the Southern Aid Society of Virginia, Inc., takes great pleasure in spreading before the public its 27th Annual Financial Statement for consideration.

RECEIPTS:

Jan. 1, 1920. Cash Balance Brought Forward	$145,076.94
Dec. 31, 1920, Annual Income	712,647.58
Gross Receipts for 1920	$857,724.52

DISBURSEMENTS:

Dec. 31, 1920, Total Paid Out. including investments made during the year	$759,036.35
Cash Balances, Dec. 31, 1920	$ 98,688.17

ASSETS		LIABILITIES	
Cash balance	$ 98,688.17	Capital Stock	$ 30.000.00
Real Estate	303,252.67	Deposits of Employees	15,202.89
Real Estate Mortgages	71,599.60	Ledger accounts	10,488.00
Fed., State, City bonds	62.838.60		
Furniture and Fixtures	7,000.00		
Bills receivable	1,358.15	**Surplus Funds**	**493,046.57**
Inventories, Sundries.	4,001.87		
Total	$548,738.46	Total	$548,738.46

CAPITAL AND SURPLUS ..... $ 523,046.57

Total Amount of Claims Paid to Dec. 31, 1920. 2,170,734.86

The unstinted and Liberal support of our policy holders has made it possible for us to attain this splendid position in finance: Therefore, the conservation of their best interests shall always receive our first consideration.

SOUTHERN AID SOCIETY OF VIRGINIA, Inc.

HOME OFFICE: 528 N. SECOND STREET, RICHMOND, VA.

DISTRICT OFFICES AND AGENCIES THROUGHOUT STATE OF VIRGINIA

Write for Your Copy of the Twenty-seventh Annual Statement